Break

British rail dream

Mrs Shirley Williams arrived late at the North of England conference at Madeley College, Staffordshire last week. Her car refused to start.

However, the day was saved by wonderful British Rail. She had missed her train but she got on the next one and they stopped it specially at Crewe so she could get off. A mere half hour was lost. "I'd like to pay tribute to that very great British institution", she said, as she opened her speech before a packed audience who had dutifully risen to their feet like a well behaved class as she came in. "Good morning, er . . . ladies and gentlemen". The class did not answer on cue.

Once there, Mrs Williams gave a noticeable lift to the conference in its final session. It needed it. Saving on conference fees is relatively painless and this, the doyen of education conferences in its 64th year, has not escaped the general drop in attendance.

Mrs Williams paid tribute to the North of England conference for the unusual way it brings together administrators, politicians and toilers at the coal face—and even in this case some of the actual coal in the form of students from Madeley College and from Keele University. "I hope", she said, "there will be more conferences of this kind."

Yet there was a distinctly tentative note to the invitation extended by Mr M. E. Wellington, deputy chief education officer for North Yorkshire, to next year's conference at York University. "We have had our worries recently but I gather from Staffordshire that things are looking reasonably satisfactory for *this year and North Yorkshire* is very confident that we will be able to act as host next year."

It would be paradoxical indeed if the dawning of the age of government by conference à la Williams were to coincide with the demise of one of the most valued of the species.

In fact Mrs Williams gave it a boost by choosing it as the site of her first major speech outside the House of Commons since she became Secretary of State. The title of the conference was "The Dream and the Reality", and until Mrs Williams's arrival there was a distinct impression that if the dream was there it was a bad one, and reality, at any rate, was elsewhere.

One of the characteristics of the North of England conference has been the opportunity it gives ordinary teachers and interested citizens to rub shoulders with education's mandarins. This year not many of them were there. And those that were made only fleeting visits. "I have to apologize for the absence of Mr Wade (chairman of North Yorkshire's further education subcommittee). He had to go back to discuss the cuts. As you know shire counties are facing a few difficulties. . . ." Shire counties are not alone. Dudley Fiske (Manchester CEO), who usually attends, was tied up with budget plans. John Tomlinson (Cheshire CEO) was not there either.

It is not only cuts in rate support grant and in building programmes which are making this year's budgeting exercises difficult. This is an election year. Many authorities are expecting to change hands and there there were several people at the conference, including the chairman, John Wilson, chairman of Staffordshire Education Committee, who expect to lose power (and indeed in his case his seat on the council too) in May.

And then there were others confidently describing themselves as "shadow" chairmen or vice-chairmen, like Mr J. A. McIver, a retired headmaster from Scunthorpe who expects to be vice-chairman in Humberside come the spring.

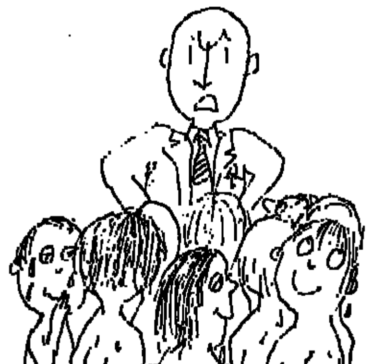
For these Tories waiting in the wings there is an open question where on previous swings on the pendulum there was not: how far, if at all, should they emulate Tameside and cast back into the melting pot reorganization schemes that have already been agreed?.

In Staffordshire, reorganization is not yet complete but it is going ahead fast and Mr Wilson, the chairman, thinks there is general consent for the scheme that is being brought in. On Humberside, the Conservatives have agreed to a policy drafted by Mr McIver which is based on not unpicking reorganization completed last September. "We may think it ought not to have happened but that does not make it right to change it." Mr McIver's guess, however, is that others may be tempted by Tameside's example.

* * *

Conference delegates were particularly interested in Mr Clifford F. Romany (ne Stanley), the exuberant actor-headmaster of Kingsthorpe Upper School, Northampton. Apart from his brilliant non-use of the microphone—Mr Romany strode up and down the cockpit between the serried ranks of seats making dramatic pause every sentence or two and flashing an engaging smile at some unsuspecting chief education officer or councillor—his description of his school left many members aghast with admiration.

The Romany routine is an 8 am to 1 pm school day with every child following a rigid syllabus of social studies, foreign language, mathematics, English, physical education, music and two sciences. Those who want to take a second foreign tongue have to turn up at 07.45 hours to get on the timetable. Mixed ability teaching is *de rigueur* and examination results are said to be excellent.



"*Right, which little beaver thought of putting desks in the swimming pool?*"

But it was not Mr Romany's descriptions of what appeared to be the ideal school which fascinated delegates in the bars afterwards. "What does (ne Stanley) mean", they all asked. Professional reticence prevented me from asking.

* * *

For Madeley College itself, reality is not pretty. A purpose-built monotechnic teacher training college opened in 1965, it has places for 1,200 students. They know already that they must cut back to at least 800 training places and perhaps 200 students on other courses. They are going through the business of designing alternative courses and already the first, a combined English and history BA, is being considered by their validating university, Keele. As far as the principal, Mr K. B. Thompson, knows there is no question of closing the college. "We will still be one of the largest and we are the only *one in Staffordshire", but there is* considerable uncertainty about size.

No wonder, then, that the students reacted super-sensitively to the vice-chancellor of Keele's speech to the conference. They thought they saw in it an attempt to secure special exemption for Keele, as a university from the devastation likely to be wreaked in the surrounding colleges.

Might-have-beens

Christopher Price's appointment as chairman of the Council of the National Youth Bureau, from January 1, can hardly be compensation for his continued sojourn in the back bench wilderness. However, the three-year appointment should, he has satisfied himself, give him scope for some trumpeting on the subject of provision for the whole of the 16 to 19 population.

"I have in the past been very critical of some of the attitudes of the Youth Service in devoting their activities exclusively to young people at leisure. Less of their effort has been towards young people in their whole context, whether at work or leisure. With high levels of youth unemployment likely to continue I think it is necessary to have a sustained reappraisal of just what the Youth Service can do, particularly in the urban areas.

"There's always been the danger that *facilities are provided for the* small minority who need them least and not for the vast majority."

The National Youth Bureau provides an information service and carries out some research. It is grant aided by the Government to the tune of £109,000 a year.

There was a jolly rumour last week that it was first planned to offer the chairmanship to Sara Morrison, a former Tory vice-chairman who is prominent in the youth movement and voluntary service. This proposal was said to have come unstuck when it reached Margaret Jackson, who was not inclined to give anything to any Tories. The further stage of the rumour, namely that Chris Price was offered the post on condition he refused, he is categorically denying. "That is very garbled. I did take a week or two to think it over."

The other Margaret would not have regarded the choice of Sara Morrison as an act of particular generosity: Mrs Morrison walked out of the Tory hierarchy in the wake of Ted Heath. Even Heath, who is said to have relied on her a lot during his last election campaign, was sometimes too right wing for her in his simplifications. She once told Aristides that she agreed with the then Prime Minister that people should be made to stand on their own two feet, but that she wanted to make quite sure first that they had feet to stand on.

Mrs Morrison was never approached directly over the Youth Bureau appointment, but she heard that they were thinking of offering it to her. And—*fresh twist in the* chain of might have beens—she would have turned it down: not just because she thinks Chris Price will be [illegible] because she has too much on her plate.

Still more of the hypothetical: part of what is on her plate—or at least simmering on the stove—is the virtual certainty that she will be offered the chairmanship of the National Council of Social Service when Lord Allen retires, as this is thought likely, some time during the next few months. Mrs Morrison, now vice-chairman, simply does not know yet whether she will want to become chairman: again that depends on what happens over another appointment, the directorship of the council, which is being decided next month.

The gentle mannered but very clear minded Mrs Morrison, whom Sir Arnold Weinstock snapped up for the specially created post of community work director in his General Electric empire after Ted Heath's defeat, is at present the driving force for change in the NCSS. She wants the council to get rid of genteel charity preoccupations and to lead the voluntary agencies into a realistic innovatory role in the welfare state. If the council gets a strong director clearly set on carrying through the necessary changes, I suspect that Mrs Morrison will feel constrained to turn down the chairmanship so as to leave him a clear field.

Junior world

Junior Education, a new monthly magazine for junior teachers, price 45p, was launched last week by Evans Brothers Ltd to replace the former weekly *Teachers World* which ceased publication in the autumn. The editor is Annie Smith who also edits *Child Education*, and the other members of the staff all have experience of teaching in junior schools.

The format is unusual in that this is, literally, a paper which is designed to be pulled to pieces. The outer 16 pages in full colour, are going to provide resource material to illustrate two teaching themes each week (in the first issue "Communications" and "History around us"). This is augmented by work cards geared to 7-11 reading ages and articles in the main body of the magazine developing the themes for the benefit of the teachers. Each issue will contain a "debate" feature—the first locks Shirley Williams and Norman St John-Stevas in less than mortal combat.

First printing is 40,000—compared with the 24,000 which *Teachers World* was down to at the end. Annie Smith's success with *Child Education* suggests she knows how to provide a specific service to primary school teachers which they value. What she (and Evans Brothers) are now waiting to see is how many of them will value the latest service to the tune of 45p a time.

Aristides

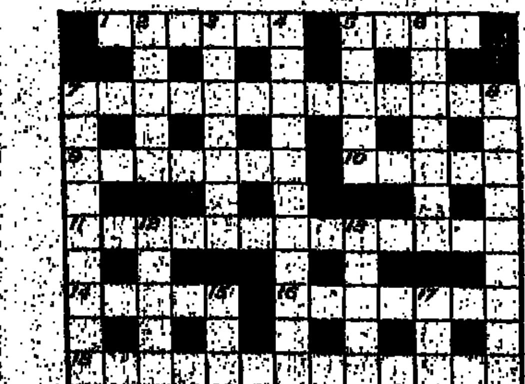
Next week

Linguistics: Kitty Mrosovsky discusses the importance of Saussure for contemporary linguists.

Books: Lord Vaizey reviews a new symposium on economics, Pierre Watter discusses the significance of the Frankfurt School, Douglas Johnson writes about Hans Magnus Enzensberger; physical education textbooks.

TES Extra: Children's books.

Crossword No 1,068



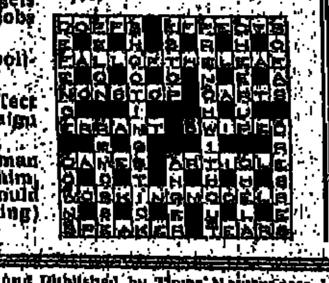
Across

1, 5 Odd kind of union policy for promoting business (6, 4).
7 One can't escape from this problem by going off at a tangent (7, 6).
9 A swimmer is comparatively secure with a lifeguard at hand (7).
10 Buzz off, father, as does the weasel (2, 3).
11 Status symbol for a university (1, 5, 7).
14 Plait deep between (5).
16 Practice that gets the family good jobs (7).
18 A little loaf on polling day? (9, 4).
19 Characteristic effect of a smear campaign (4).
20 "'Tis not what man does which —— him, but what man would do" (R. Browning) (6).

Down

2 They usually embody key positions, especially on waterways (5).
3 Tufts for one who who shared a tuffet (7).
4 Territorial Nightingale? (8, 5).
5 Can unpleasantly result from getting a tail down (5).
6 Head back (7).
7 So skilful a person will sort out your vile rates (9).
8 Quite the reverse of a theoretical lesson (9).
12 Diet for a Scot? (7).
13 Balmy vessel for Coronation (7).
15 It whizzes round both ways (5).
17 "Here and there a lusty —— And here and there a grayling" (Tennyson) (5).

Solution to Puzzle No 1,067



Chess

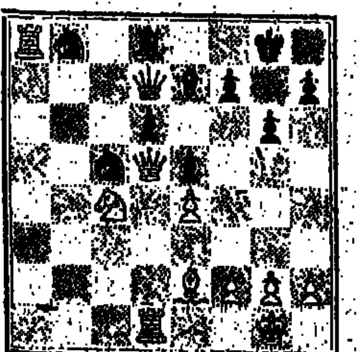
The Laws of Development

The basic rules of development are not to be flouted, even by the very great player and still less by the average player. They demand an economy in the matter of moving pieces or pawns. Avoid moving a piece twice in the opening and shun still more early pawn moves. Those openings are best that necessitate the fewest pawn moves and for most openings three pawn moves should suffice.

The trouble is that these rules seem so obvious as to hardly need stressing and in consequence they are not emphasised enough in textbooks on the subject. All too often books on the openings tend to be mere compilation of the opening moves of recent games. Their writers either take the rules for granted or do not know them well themselves.

Perhaps the most frequent transgression of these rules concerns the launching of an attack when too few pieces have been developed. Then what happens is that the attacker is beaten back with loss of time or even material. A good supplement to these basic rules is one saying that an attack should never be launched before developing the QR.

Position after Black's 29th move



In the following game, which was played in a team tournament at Tiflis in 1976, no less a person than grandmaster David Bronstein sins at least twice against these laws, first by moving the same piece twice and, next, by making a superfluity of pawn moves.

White: O. Romanishin, Black: D. Bronstein. QP Old Indian Defence.

1	P-QB4	P-K4
2	Kt-QB3	[illegible]
3	Kt-B3	P-Q3
4	P-Q4	QKt-Q2 (a)
5	P-K4	B-K2
6	B-K2	O-O
7	O-O	P-QB3
8	B-K3	P-QR3 (b)
9	R-B1	P-QKt4
10	[illegible]	[illegible]
11	P-QB5 (c)	B-Kt2
12	P-Q5 (d)	[illegible]
13	[illegible]	[illegible]
14	Kt-Q4	[illegible]
15	Q×B (e)	P-Kt5
16	Q-Kt7	P×P
17	P-QKt4	[illegible]
18	B-Q1	[illegible]
19	P-Kt5	[illegible]
20	R-Q2	R-R5 (f)
21	B×R	Q×R
22	Q-Q5	Kt-B4
23	R-R2	[illegible]
24	Kt-Q4	[illegible]
25	Kt-B4	P-R7 (g)
26	R-R1	Q×P
27	R×P	Q-Q2
28	R-Q1	R-Q1
29	R-R8	R-Kt5
30	R×Kt	resigns (h)

(a) Flying in the face of the natural laws of development. If a Kt has to go to Q2 it should be the Queen's.

(b) Planning a Q side advance before, however, completing his development. Better was 8. . . B-B3.

(c) Not so much because he is frightened of the Q side advance but because this gives him the opportunity of attacking Black's Q wing by 12.P-Q5.

(d) A [illegible] move that induces Black to put his QR in a perilous position since his QKtP has to be protected.

(e) White has now obtained impressive positional advantages (weakening of the enemy QKtP and the advantage of two Bishops).

(f) The exchange has to be surrendered; for if 20. . . Kt-B4; 21 B×R, Kt×Q; 22 B×Q, R×B; 23 R-B2, [illegible] R-Q2; 24 R×R, Kt×R; 25 B-Kt3, and White wins.

(g) Or 25 . . . Q×P 26 Kt×QP Q×[illegible] 27 Kt-B5, and White wins.

(h) For if 30 . . . R×R; 31 Q×Kt [illegible]

Harry Golombek

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Alarm after Manchester exams survey

A level results slump

by Philip Venning

Manchester's A level results are falling dramatically, but comprehensive reorganization is not to blame. The decline began more than 10 years ago, according to a report by Mr Dudley Fiske, the city's chief education officer.

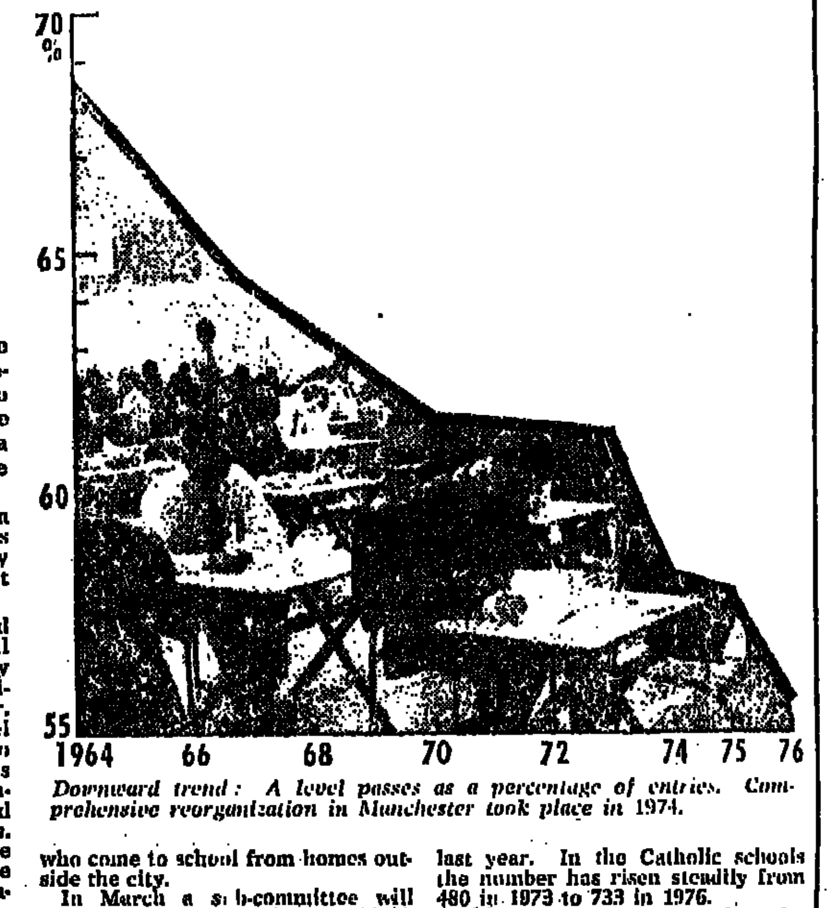
The report, to be discussed at a special meeting in March, shows that the A level pass rate in county schools fell from nearly 70 per cent in 1964 to 56 per cent last year.

Though the report is hedged round with all sorts of statistical caveats, it is likely to go a long way to spike the guns of the active anti-comprehensive lobby in Manchester. Two years ago figures for O level entries in Manchester appeared to show a fall-off in county schools following the change to comprehensives, while entries in unreorganized Catholic schools continued upwards. The figures were seized on by those who were fighting to save the Catholic schools from reorganization.

But the new A level figures throw little light on the comprehensive debate. The schools went comprehensive in 1967, so the first pupils who had not sat an 11-plus did not do A levels until 1974.

Nor do the pass rates in the Catholic schools appear to support the anti-comprehensive case. In these schools, which do not become comprehensive until September this year, the A level pass-rate rose to a peak of 73 per cent in 1974 and then started falling.

In his report Mr Fiske issues a number of warnings about reading too much into the detailed statistics. The figures are approximations and are not strictly comparable with earlier ones; the results of pupils in further education are not included; and it is not possible to distinguish Manchester residents from pupils who come to school from homes outside the city.



Downward trend: A level passes as a percentage of entries. Comprehensive reorganization in Manchester took place in 1974.

In March a sub-committee will *be taking a very much closer look* not only at all the GCE and CSE results but also at much wider questions about the work of the schools. Until it has done so, it is not making any generalizations about the reasons for the long-term decline in A levels.

The biggest unknown facing them is how much blame to attach to the schools and how much to complicated social and demographic trends which may be altering the kind of children who enter the schools or stay on to do A levels.

There is no evidence that the county schools have been trying to increase their A level entries by putting in more and more borderline cases—and so depressing the pass rate. In fact the number of A level entries in county schools has fallen from a peak of about 2,000 in the early seventies to 1,700 last year. In the Catholic schools the number has risen steadily from 480 in 1973 to 733 in 1976.

This tends to suggest that the academic ability of Manchester children may be changing, and in due course the authority may have some evidence to support this theory.

Back in 1974 the authority started attainment tests for seven and 12-year-olds. The first results of the secondary school tests, Mr Fiske says, "showed that the proportion of children who might crudely be regarded as the potential O-level population was 25 per cent in the Roman Catholic sector compared with 20 per cent in the county". None of the children have yet reached the age where they take public examinations, when the relationship between the academic intake of schools and their later examination results will become clearer.

continued on page 3

This is the big one: Essex plans shock £7m cut

by Bert Lodge

Essex, third largest employer of teachers in the country and administering some 800 schools, plans to cut a staggering £7m from its education budget next year. This is by far the largest amount any education authority has taken out of its education service so far in the present round of economies.

A confidential document put before union representatives of the public services on Monday gives details of plans which will save more than £5m on staffing alone. They include axing 155 full-time and 1,479 part-time jobs but the county insists these are from the ancillary services and no teachers will be made redundant.

It also claims that present teacher-pupil ratios would be maintained but a teachers' leader said this week that in secondary schools the ratio would slip from 18:1 to 18.8:1. This would save about 30 jobs throughout the county.

The planned economies also cover school meals, cleaning, swimming instruction, maintenance and examination resits. Further education fees are to be raised by a third and if this brings a fall in the number of students, it could also mean the loss of over 120 part-time instructors.

When the price of school meals rises to 25p in the autumn, the authority expects demand for lunches will fall by 25 per cent. In any case, once three quarters of the school are taking school meals heads will be authorized to close the dinner register. It is expected that 125 part-time workers will lose their jobs and 75 meals supervisory assistants will also go.

Jobs to go in other areas of the service are:

Administrative offices: nine full-time and two part-time. In addition, 30 non-clerical jobs will be allowed to become vacant.

Foreign language assistants: to be cut by half to 75.

Piano accompanists: 50 part-timers.

Swimming instruction: 20 full-time, 30 part-time. No further instruction or maintenance to be provided in PTA run pools.

School cleaning: 20 per cent reduction in hours. Four hundred part-time cleaners to lose jobs.

Further education: In addition to the possible redundancies in instructors, 50 part-time non-teaching staff to go; 15 per cent reduction in cleaning hours will lose 15 part-time cleaning jobs.

Maintenance staff: 40 full-time, 30 part-time.

Some jobs may be saved among both cleaning and maintenance staffs by an agreed reduction in hours.

Staffing in primary schools will

continued on page 3

One step forward, two steps back

At last one of the major—if publicly unnoticed—scandals of the education system is beginning to get proper professional attention. Mr Peter Newsam's impressive sermon to London teachers (page 6) included some telling remarks about what happens when children transfer from primary to secondary schools. And any number of local authorities now have working parties of heads tackling the business of transfer.

Most of the professional backing for public cries of low standards in primary education comes from secondary teachers. If Mr Newsam is right (and junior teachers would have no doubt that he is) secondary teachers are happy to accept work children offer in their first, stressful and confused days of secondary school as evidence of the standards junior schools achieve. (Infant heads feel the same about juniors—but that is another part of the story.) In fact they are deceived. The children can do and have done much better work in the junior school. But while secondaries are beginning to learn from junior school organization, and so replace the conventional buzzing from teacher to teacher with some form of stable home base for new entrants, they are still amazingly reluctant to look at the work children are doing in their last primary year.

Sometimes there are logistic reasons—some city schools are fed by more than 50 primaries. Sometimes there are philosophical ones—many secondary teachers are not prepared to accept the labels of the preceding school, and records are deliberately ignored so each child has a "fresh start".

In a sane world receiving teachers would make frequent visits to at least their main contributing primaries and assess their approaches and standards at first hand. (That happens often enough to show that it is possible.) But visits must be backed by proper records, properly used. It is still very exceptional for secondaries to ask for examples of children's work to fill out the raw data of test scores on official records. (This was an important recommendation of the Bullock report.)

And there is still a tendency, where official records are backed by teachers' reports, for those reports to concentrate on children's problems and weaknesses, not their strengths and achievements—there is a reality behind the secondaries' belief that children can acquire damning labels. It seems basic that teachers receiving children from other schools should know what work they have been doing and what standards have been demanded of them and, therefore, what the level of expectation should be if momentum is to be maintained.

No comment

Person to clean cars, few hours per week, graduate preferred.—Northampton *Chronicle and Echo.*

Schools Council

Mrs Williams sets out her ideas for the reorganization of the council page 3

The council itself sets up a committee to study changes in the constitution page 9

Union blockade

Opposition from the Civil Service unions is preventing Government departments from practising what they preach. Opportunities for work experience are not being provided page 5

Polytechnics

As Gordon Oakes's committee on the future of the polytechnics begins work, Bert Lodge sketches the background and describes the rival factions page 6

Priority areas

A. H. Halsey discusses the fate of the Plowden recommendation for positive discrimination and the subsequent programme of priority area action research projects over which he presided pages 23, 24

Ills of inflation

Dudley Fiske, chief education officer for Manchester, blames inflation and insensitive administration more than local government reorganization for the present evils of the education service page 2

Rebel round-up

Mrs Williams reprimands 26 local authorities for delaying comprehensive reorganization page 8

Cooperation

Independent schools suggest that cooperation with state schools is a possible blueprint for peaceful coexistence page 9

Language as form

Ferdinand de Saussure, a linguist who saw language not as substance but as form, profoundly influenced not only language teaching but the approach to other disciplines as well with his *Cours de Linguistique Générale*. Kitty Mrosovsky writes about a new study of his work. page 26

Studying Europe

Broad courses for European studies involving three or four disciplines, are being developed by Oxfordshire teachers through in-service training schemes. K. L. Gordon and John Robards report. page 32

Children's books Extra

Eight special pages of reviews and articles, including an interview with Penelope Lively, winner of the children's section of the Whitbread Award. pages 37-44

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Fuel for all causes

In the autumn comes the annual round of accusation and counter accusation about A level examination results—has this or that board raised or lowered its standards?—a discussion mainly based on generalizations from particular cases and heavily overlaid with tones of "it's not fair".

Now comes the publication by local authorities of digested and generalized statistics about public examinations, and the concomitant search for trends, for proof that things are getting better or that the country is going to the dogs. What in fact, do the figures from Manchester and from Oxfordshire (page 1) which have become available this week show? For O level the picture is so muddled by CSE and 16-plus examinations that to disentangle any trend is extremely difficult.

But at A level clear patterns are discernible and in successive years new sets of figures have provided fuel for the argument about causes, about standards and about the appropriateness of the present external examination as a measure of attainment. The argument has been growing sharper ever since the rise in A level passes which marked the sixties failed to continue into the seventies.

In Manchester the results are not good. But what has been happening to Manchester's population in the meantime? The accepted wisdom about the state of the inner cities would lead one to expect that the brighter children were likely to be more highly represented among those moving out than the less bright. The disparity between county and Catholic schools could, for example, be accounted for by the willingness of Catholic families to send their children back into the city for confessional schooling, where other families obviously would have no similar incentive. And what has been happening in the further education sector over the same period? It is just not possible to know the answers to such questions. So far the authority's annual tests of attainment, which will in time provide a profile of the school population, have not been going on for long enough to be relevant to the examination age groups.

In Oxfordshire, by contrast, the results are good. But has, for example, the policy of the schools changed over entering children for examinations? Examination fees are expensive. Failure is bad for morale. The schools may have become tougher in this respect. Or inflation and the reputation of certain schools may be combining to bring into schools—particularly into sixth forms—young people who would in other times have been in the independent sector.

Such tiresome caution in the face of apparently convincing "evidence" is all very unsporting. But the old warning about lies and their relationship to statistics bears almost endless repetition. That said, it will still be interesting to see what Manchester make of what is undoubtedly a depressing trend whatever its causes. They have, after all, the energetic Mr Baldwin on their education committee and he has never been tardy in making use of such statistics.

As the fall in the school population in the city accelerates, sixth forms in their 26 high schools are likely to become less viable. The education committee has always set its face against any compromise plan of combining 11 to 16 with 11 to 18 schools and they have been reluctant to consider a sixth-form or tertiary college set up. But the Catholic schools in the city are now being reorganized on an 11 to 16 and sixth-form college basis. Their example together with the growing fashionableness of this sort of organization and this week's figures may lead to reconsideration of the policy.

Such a change of heart in so major a centre would lead to considerable rejoicing in Elizabeth House if Mrs Williams's recent remarks on the subject of tertiary colleges are anything to go by.

Elite syncopations

Why should society tolerate schools which appear to give further advantages to those already considered to be better off? Why should some parents have a freedom to choose what is denied to the majority? By asking these questions at the beginning of its manifesto published this week (page 9), the Independent Schools Joint Committee raised the hope that it was going to inject some much needed realism and honesty into the old public schools debate.

There is, of course, a perfectly intellectually respectable answer to these questions, but disappointingly, it is not to be found in this document. The truism about the system of feepaying private schools is that, by definition, it involves an irreconcilable conflict between two philosophical principles; freedom of choice for parents and equality of opportunity (whatever that may be taken to mean) for children. In the final analysis, what divides the public school lobby from the abolitionists is a simple choice between two value judgments.

There is nothing shameful in the view that freedom of parental choice is a higher social and moral priority, and that a small measure of social injustice is the regrettable but necessary price. If it also produces a trained elite so much the better. There is also telling force in the argument that the scope for individual schools to experiment with new ideas and to respond to the desires of parents is greater in the private sector which is more flexible than its public counterpart.

All this no doubt reflects the ambiguous feelings of many parents with social consciences who send their children to public schools. What has been depressingly sterile about the public school debate, however, is that so few protagonists on either side have been prepared to concede that their position involves sacrificing a putative social good. Sadly, this new manifesto is no exception.

It rehearses articulately all the old arguments in favour of the indivisibility of liberty, and sets them in the new context of the government's signature of the United Nations Covenant on Economic, Social and Cultural Rights. The enumeration of the many ways in which the service provided by some public schools is indisputably superior to much that is offered by some l.e.a. schools (academic excellence, the autonomy of governing bodies, smallness, etc) would be no more effective in challenging the abolitionists than the argument that black market goods were better than those sold by rationing would have been a defence of the black market during the war. It is precisely the advantages of public schools rather than their shortcomings that provoke the charge of injustice.

The ISJC extends an olive branch to the state in the form of various proposals for cooperation between independent and maintained schools at a local level. These are no doubt constructive and well-meaning, but they are hardly likely to appease the abolitionists or to disguise the nature of the gulf that divides the two lobbies. Indeed to opponents the whole thing looks as if it is just a ploy to get money from the public purse.

An indication of the width of the gulf is provided unwittingly in a sentence tucked away in the middle of the document, asserting that: "the principle of parental choice is not invalidated because it is not available to everyone". This is not exactly consistent with the assertion seven pages earlier, in the context of the UN guarantee of the rights of parents and governors to associate freely, that liberty is indivisible. But at least it states the position fairly and squarely.

Look back in wonder

In a review of two new books, DUDLEY FISKE, chief education officer for Manchester, argues that local government reorganization in itself was not a bad thing

The received wisdom of today is that the 1972 Local Government Act was a disaster. Popular belief seems to be that we have created profligate and remote authorities stuffed by swollen bureaucracies and governed by half baked theories of managment, baffling in their complexity.

Thus, within three years of the changes introduced in April, 1974, there is a growing band of critics who urge that we quickly rescue the education service from this nightmare world. Inside Elizabeth House successive ministers lament their lack of financial powers to ensure that government policies are carried out locally.

Against this hostile and often partial background it is salutary to remind ourselves of the climate of opinion 10 years ago. In 1967, as the Redcliffe Maud Commission began its daunting task, there was a general feeling that the time had come for radical change. Experience in London in the early sixties had shown that local government reform was feasible and, more important, that it need not be politically disastrous for those who introduced it.

The local authority associations in their evidence to the Royal Commission confirmed the view of Richard Crossman and the Labour Government that the time had come for a major overhaul of the system. Moreover, when the general election of 1970 brought to power a Conservative administration it took only eight months to produce a new White Paper with alternative proposals for legislation. The issue was no longer whether local government should be reformed but how, and how quickly.

It is also timely to be reminded by Bruce Wood in his new book[1] that, in their written evidence to the Royal Commission, the Association of Municipal Corporations, the County Councils Association, and the Rural Districts Association all supported two-tier systems.

Those who now condemn the universal introduction of a two-tier structure in 1974 should note that and learn from Wood's analysis of contemporary press cuttings that an effective lobby in support of the unitary principle never got off the ground. It was the absence of clear proposals for an effective system of regional government in England that undermined the commission's case for the unitary system. In this context the emerging campaign for devolution in England assumes a new significance.

All who wonder how we arrived at our present position can learn from Wood's admirably lucid and concise study of the eight dramatic years from 1966 to 1974. He gives a realistic account of events as they happened and does not shirk the detail of how the final decisions came to be made.

In particular he depicts Peter Walker as an ambitious Conservative politician who saw the local government issue as an opportunity for making his name as a great municipal reformer. It followed that his main concern in Parliament was to ensure the passing of legislation for a two-tier structure and he was willing to concede ground to local pressure groups led by individual MPs of both parties so long as the main principle was not breached.

There is also an interesting analysis of the extent to which the judgments of Conservative Central Office on how best to limit the prospects for the Labour Party of controlling new authorities influenced ministers in handling the final stages of the Bill. Those inclined to condemn such political calculations can never know in what form the Act would finally have emerged if it had been Labour ministers who fought through their Bill for more than 300 hours of debate.

On the whole, the education service did not emerge too badly from the 1972 Act though some might judge that it suffered from a number of late concessions which created too many authorities below the minimum target of 250,000 population. With a rapidly falling birthrate this could assume much greater significance in the 1980s than was realized five years ago.

Certainly the eventual decision to make education the responsibility of the metropolitan districts significantly strengthened the hand of those who seek to take from local government responsibility for much of higher and further education.

D. E. Regan examines this possibility in his informative book,[2] which bravely tackles the delicate relationship of the education service and local government. He concludes, quite fairly, that nobody has yet proved that to be effective an education authority should be of a certain size. He suggests, however, that if some form of regional government is eventually introduced in England it is probable that responsibility for education beyond the age of 18 would need to pass from local government to the new regional bodies.

Many people concerned wi education service are so far what to make of the de debate. It may well be th land with its separate legal cational systems is not relevant to English Rather is it Wales that shou mand our close attention to that the creation of a new Assembly does not underm effective running of the sch colleges in Wales.

Lord Redcliffe Maud in foreword to Bruce Wood's reflects on the anguish of man whose commission fa the unitary principle but 1971 faced a Government to legislate for a two-tier He judges that the purpo major inquiry is more to pr climate that permits reform insist on a particular solutio this reason he backed Peter and his fight to put the on to the statute book.

Moreover, he proclaims that it is inflation and not Act that now threatens to the autonomy of local gove and D. E. Regan, in turn, that judgment. They may right and it is hard to see Layfield report, for all its analysis of the problems, tributed much to finding a way forward.

To the very real threat tion one must add the equal that new-style local governme destroy its own credibility senses that are practised in of misapplied theories of ment. D. E. Regan sugges the total integration of ed within corporate local gove is inevitable and that the expressed by the Society of tion Officers are little mor special pleading for assumed to resources.

That is not the main anxiety. Rather is it an att impose insensitive patter decision-making and to inter the very special relationsh are needed to deal with colleges and the members teaching profession?

Regan is right, however, phasize that local governme and should benefit fro guardianship for the educatio vice. It is a trust that has earned by the quality of ca concern that is shown at all Local government cannot, ho take for granted the loyal teachers, education officers members of education comm Let the leaders of the Cou Avon take heed!

[1] *The Process of Local Go ment Reform 1966-74*, Bruce (George Allen and Unwin)

[2] *Local Government and E tion.* D. E. Regan. (George and Unwin) £2.95.

Letter to the Editor

How to make for the ideal relationship

Sir,—The repeated calls by eminent people, including the Secretary of State for Education herself, for a closer relationship between schools and industry requires critical examination. Of course, like motherhood, no one can be opposed to it. But we should define exactly how this relationship can be developed without changing the schools into vocational training centres and how we can provide the teachers who can develop this relationship in an educational way.

First of all, I presume that it is mainly the secondary curriculum they are discussing. Second, I presume that it is the understanding and appreciation of the nature of the world of work in its social, economic and technological context not specific vocational training that they are discussing. We can then agree that an increased emphasis on the study of industry and business is possible in several aspects—including the social, economic, scientific, mathematical, technological and design aspects—of the secondary school curriculum for the 13-18 age group.

Then the problem is how do we find teachers who have the knowledge and experience of industry or commerce to design and teach these changes in the secondary curriculum and yet maintain the essential educational nature of schools. We have recruited mature entrants to teacher education who have this knowledge and experience and we must continue to make every effort to recruit them. However, as two A levels become the normal entry requirement and teacher unemployment continues, their numbers will probably diminish. At the same time, the release of existing teachers to gain this experience is likely to be very limited. Therefore we must try to ensure that as many as possible of the next generation of secondary teachers include industrial or commercial experience in their teacher education courses. Among these teachers there must be a range of specialists to ensure that these changes take place in the sixth form as well as in the lower school.

At Sunderland Polytechnic we have designed three new four-year specialist honours degree courses which include this experience and lead to qualified teacher status. Two of them, a BA in mathematics and education and a BSc in physical science and education, have already been validated by the CNAA and include three months' experience in industry. A proposed BEd for specialist teachers of business studies includes six months' experience in business. But experience of industry and business itself is not enough. The students will not only gain this experience but w thoroughly prepared and supe to ensure that they also ge study the organization in whi will be working. Subsequent will develop the ability to critically and creatively wit have experienced and stud the planning of changes in th riculum without distorti essential aims of secondary tion.

Since there are other areas curriculum which could from this approach, especiall nology and design which directly to manufacturing we regard these degrees as for further development success of this kind of placement, however, depend special expertise and it is that, in a polytechnic, faculties, including science, design, engineering and studies, can supply invaluab in planning, arranging, and supervising these plac This fact does suggest that polytechnics are well placed to fulfil this national need more of them might conside up the challenge.

H. WEBSTER,
Dean of the faculty of educ
Sunderland Polytechnic.

More letters, pages 20-2

Minister moves to end union grip on Schools Council

by Bob Doe

The Education Secretary, Mrs Shirley Williams, has proposed drastic changes to the Schools Council, including an end to its domination by teacher unions, smaller committees and far greater DES influence in the council's workings.

Only last week the council set up its own committee to rethink its work and composition (see page 9). Mrs Williams announced this week that she wanted her suggestions considered first by this review body and changes introduced within the next few months.

The Minister wants more non-teachers on the council. A paper she sent to the council's chairman, Sir Alex Smith, this week said the need for participation by wider public interests on a smaller council meant the principle of a teacher majority on all the council's committees should be reconsidered.

"The governing council would benefit from the inclusion of a significant number of members selected not as representatives of interested bodies but appointed, by virtue of their individual qualities and experience, by the Secretary of State on a personal basis", she continued. Once appointed they would of course serve as independent members, not as representatives of the Secretary of State.

The principle of a teacher majority has had the advantage of winning teachers' confidence in the past. Mrs Williams makes it clear she wants a major shake-up of the council's organization, a simplification of its operations and reduction of the membership of all its committees. She says the governing council, which at present numbers 86 members should be reduced to fewer than the 52 originally envisaged in 1963.

She also wants far more say for the DES in the council's policies, both in the field of curriculum development and examinations. The council is required to advise the Secretary of State on public examination policies. The paper says: "There would be great advantage, when undertaking lengthy and expensive studies, for the council to secure a parallel and increasing degree of assurance that its eventual recommendations are likely to be acceptable to the Secretary of State.

"These considerations suggest the desirability of bringing the Secretary of State's views to bear more effectively at the formative stages of the council's work, by securing closer engagement of the Department and the Inspectorate in the preparation of proposals and their consideration by its committees."

While the Government intended no detailed control of the curriculum, they were "entitled to be satisfied that curricula meet, and are responsive to, the needs of society". This would require a "different relationship" between the Secretary of State and the Schools Council. Two major changes were required.

"The council's present mode of operation leaves it with virtually complete freedom to deploy its resources as it wishes. The Secretary of State would like to see in future a greater degree of direct consultation between the council, herself and local authorities about broad priorities for the council's programme of work."

The annual negotiations of the council's estimates would be one opportunity for the DES and l.e.a.s. to discuss the council's priorities. They jointly fund the Schools Council "The present arrangements for representation of the Secretary of State within the Council are unsatisfactory. The original concept whereby her nominees sit as equal partners with other member interests demonstrably does not reflect the Secretary of State's overall responsibility for the education service.

"She is therefore considering the question of her representation on the governing council, and the alternative means, if she were not directly represented there by Departmental members, by which her views could best be communicated to the council at that level.

"She considers that, wherever appropriate, it will be helpful for her representatives in council committees to make clear the Departmental view at each stage; in particular closer links between the council's subject committees, the Department and HM Inspectors would benefit all concerned.

"The Secretary of State believes that the council will welcome the opportunity to carry out its functions within the framework of these wider national policies which will, indeed, enhance the potential importance of its work. She considers that such a change in relationships with the education departments need not be incompatible with the exercise of professional judgment by teachers."

Mrs Williams wants the council's constitution made simpler and more flexible so that the governing council can change the organization from time to time as it becomes necessary.

She says, too, that the review should give special attention to the programme and finance and staff committees. "The contribution of the Department to these committees or their successors should be strengthened," her paper says.

The roles of the policy-making programme committee and the finance and staff committees should be revised, with special regard to the need for greater consultation with the Secrbtary of State and the local authorities.

Students face practice ban

Student teachers at Middlesex Polytechnic may be banned from teaching practice because of their decision to allow only the National Union of Teachers to recruit members from among them.

Two schools have already said they will not accept students from the polytechnic on teaching practice. The authorities expect more to follow suit.

The polytechnic had been notified by the local branch of the National Association of Schoolmasters-Union of Women Teachers that they would take action if the students persisted in their decision.

Student teachers at the polytechnic's Trent Park site voted to allow only the National Union of Teachers to recruit members in the students' union and to distribute literature.

Mr Norman Vendittelli, vice-president of the Trent Park site students' union, said the point at issue was the right of students' unions to be autonomous and to decide by democratic vote what should be allowed within their building.—*THES*.

A level results slump

continued from page 1

The question of intake has been the sorest spot in the long and controversial discussion in Manchester about how it should publish its examination results. In the 1960s the results were published school by school with the names of individual children. Head teachers, opposed to the practice because it took no account of intake, protested and it was stopped in 1973. But this stirred up a row about suppression of information.

Manchester's A level results do compare unfavourably with the rest of the country. Nevertheless the number of boys passing A levels nationally has been stagnant for several years, and there are now signs that the growth in girls' passes is levelling off.

In Oxfordshire, by contrast, new figures show that the total number of A level entries rose from 2,809 in 1974 to 3,071 in 1976, and at the same time the pass rate rose from 67 per cent to 74 per cent.

Protest. More than 30,000 Wiltshire schoolchildren had a day off this week when the National Union of Public Employees called a strike against the council's cuts.

Oldham: unions join forces

About 1,650 members of the National Union of Teachers and the National Association of Schoolmaster and Union of Women Teachers in Oldham are to take industrial action in protest at council plans to cut the teacher-pupil ratio.

The NAS-UWT announced on Tuesday that it would refuse to cover for colleagues absent for more than three days and for unfilled vacancies as from next Monday. Limited NUT non-cover sanctions already operating in 14 Oldham secondary schools will be stepped up, and the union plans to ban primary classes of more than 35 pupils (30 in reception classes).

The union's decision follows a unanimous vote taken at a meeting of the Oldham policy committee to cut ratios as part of the town's drive to save almost £1m from the education budget. It is estimated the move will cause a loss of 107 teaching jobs. The NAS-UWT and the NUT are planning to present a united front in opposition to the cuts. An NUT spokesman commented: "It could be a long fight."

Essex cuts £7m

continued from page 1

remain the same and the county will take on an extra 162 teachers in September to meet the growth in school population. But at secondary level heads are included for the first time in the staffing ratio. Teacher representatives say that by abandoning the staffing formula in use in the county for the past five years, medium sized secondary schools will get one teacher less than they would have done normally and for the bigger comprehensive it could be two or three. They are also worried by the proposal to cut down on Burnham discretionary posts.

All examination resits are to be paid for by parents and fees for Saturday morning classes are to be reviewed. Taking of CEE is to be discouraged.

The "evening attendance at school" allowance—£3.50 secondary, £2.50 primary—which Essex pays to teachers for attending such things as parents' nights is to end. So is the practice of paying for courses taken out of the county by Essex residents. This will affect many London commuters who prefer to sign on for classes in London.

The youth service will be pruned to save £215,000. Boarding places are to be taken up in the three county boarding schools only when it is absolutely essential.

The unions are due to meet authority representatives next Thursday to give their reaction to the proposals. So far these have been entirely hostile and resolutions of rejection have already been passed by teacher and other public service unions.

Avon: 2,000 take action

More than 2,000 teachers in about 300 schools in Avon began industrial action on Monday in protest against redundancies and education cuts.

The teachers, all members of the National Union of Teachers, will continue their action indefinitely, said Mr Jack Evans, an executive member of the NUT, at a Press conference in Bristol. They are refusing to cover for colleagues absent through illness or to cover unfilled vacancies.

The teachers feel that this could have a "significant" effect, said Mr Evans. Some children might have to be sent home. The teachers' action follows the dismissal of 32 part-time teachers and the reduction in hours for a further 30 part-timers.

Many of those dismissed, said Mr Evans, had been employed in remedial classes. It was the Avon NUT's aim to have them reinstated.

Bucks: nurseries may be closed

Buckinghamshire Education Committee decided last week to close the county's five nursery schools and cut out the school library service instead of ending the school meals service.

The committee had discovered that it was obliged to provide school lunches under the 1944 Education Act. But it has asked the Association of County Councils to see if the Government would be prepared to relax the rules on providing meals.

Instead of cutting the teaching force by 350 as planned the committee is to see if the £700,000 involved can be saved without reducing the pupil-teacher ratio.

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Ian Ferguson and Don Groarke
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Worker democracy–London goes it alone

Local government's opposition to industrial democracy received a considerable blow this week when the country's biggest l.e.a., the Inner London Education Authority, joined the Greater London Council in a commitment to introduce limited worker participation.

The GLC-ILEA initiative represents a compromise which the Government may adopt as a blueprint for national legislation. It provides for representatives of all categories of staff—apart from top officers—to sit on appropriate committees and sub-committees with the right to speak but not to vote.

The official TUC policy, backed by the major public service unions, is that all staff representatives should have the same voting rights that teachers appointed to education committees already enjoy. But the local government associations, who have staked much of their opposition to any change on the constitutional implications of voting rights, are now in danger of being outflanked: the TUC has quietly dropped its insistence on the vote.

On paper the plan which the ILEA education committee approved in principle on Tuesday appears to put teachers on exactly the same basis as other staff, with whom they will share up to one-third of the seats in committees, including the education committee itself. But the authority's clerk made it clear later in the week that there was no intention to remove the teacher representatives' right to vote.

It appears that, short of a revolt by those of their members directly concerned, both the TUC and the unions involved will accept a "more equal than others" position for the teachers in the ILEA and in any national formula along the same lines. Mr Fred Jarvis, the NUT's general secretary, said: "The general feeling among them is that they want to level up, not down." The president, Mr Alf Wilshire—who has served as a representative on his authority's education committee for 28 years—said the union would fight any attempt either to take away the voting rights or to reduce the weight of representation.

The teacher unions and the local authority education departments have been trying to keep a low profile in the arguments over participation for fear of drawing too much attention to a position which neither want to see changed. The *de facto* employee representation that teachers have achieved rests on a constitutional ambiguity which gets round the present law forbidding such representation. Teachers are appointed under a provision of the 1944 Education Act requiring authorities to coopt "persons of experience in education" to their education committees. This is linked with ministerial guidance which advised the authorities that the Act had teachers in mind.

The battle has been between the non-teaching trade unions and the local government organizations who have submitted an invited paper to the Civil Service interdepartmental steering group which is looking into the subject. The other local authorities—in particular the Labour controlled cities—are very displeased with the GLC and the ILEA for breaking away from their joint opposition to change, which they fear has crucially weakened their position. They are now resigned to having to try to negotiate some kind of compromise with the TUC, and the London formula is virtually the only one that appears practical.

The London politicians claim that their readiness to introduce their form of industrial democracy springs from the fact that they have considered the issue a great deal more closely than their colleagues on other councils. The GLC set up its working party more than a year ago, well before the local authority associations came to grips with the problem.

Mark Jackson

Rebel polys told: chop foreign intak

Four defiant polytechnics funde the Inner London Educa Authority have been instru drastically to reduce their overs student numbers or face a cut in teaching staffs.

The ultimatum is in a letter fr the ILEA to the heads of the P technics of North London, Cen London, the City of London a the South Bank.

Last autumn the four defi directive to keep overseas stu numbers at the same level a the previous academic year. T standstill was designed as the fi phase of an ILEA plan to redu the foreign student numbers i London from 25 per cent in 197 to 10 per cent by 1982.

The latest letter from the ILE says: "The authority is bound regard cooperation in implement its policy about students fr abroad in the London further a higher education service as a co tion of grant to establishme which are an integral part of t service.

Signed by Mr John Bevan, t authority's deputy education offi It adds: "I am authorized to that if the court (of the p technic concerned) still felt un to implement the policy t authority would feel bound t duce the authorized teaching s establishment of the polytechni 1977-78 by ...... posts".—TE

Full up

All places for this year's Ox Law Conference for sixth for mentioned in the *TES* a fortn ago have now been taken. Un cessful applicants should app for the 1978 conference at Ox this year.

Doctors call for cut in training

Prompted by fears that Britain will soon be producing many more doctors than it needs, the British Medical Association is to ask the Royal Commission on the Health Service to report urgently on the need to slow down the country's medical education programme.

The request, contained in the BMA's draft evidence to the commission, is mainly the result of pressure from junior hospital doctors who are worried by the prospect of serious medical unemployment in the 1980s. In an internal report the BMA Hospital Junior Staff Committee demands an immediate cut from 3,600 to 2,600 a year in the intake to medical schools.—*THES*.

Hundreds of part-timers will lose jobs

Hundreds of part-time workers are to be made redundant, teachers' centres will close and school equipment allowances will be reduced as a result of the reduction in the rate support grant, Hereford and Worcester Education Committee announced this week.

Proposed economies would save nearly £2m in a full financial year, but all of them could not be implemented until after full discussion with those affected, said a spokesman for the council.

The present education cuts fall £1m short of what the county council had asked for. The coordinating and resources committee would decide within the next two weeks whether to instruct further economies or find the necessary savings from other services.

Staff who would be out of work as a result of the economies already proposed include meals supervisors, kitchen and cleaning staff and groundsmen.

School capitation allowances are to be reduced by a further 20 per cent, building maintenance work will be reduced and supplies of new books will be cut.

Foreign language teaching, playing fields, furniture and further education will be hardest hit by the £1m of extra cuts which East Sussex Education Committee is expected to approve today. But proposals to worsen pupil-teacher ratios in the county have been dropped.

Next year £35,000 will be saved by employing fewer peripatetic French teachers and no foreign language assistants, and £100,000 by increased fees at colleges of further education. Cuts in discretionary grants will save another £50,000. The education finance sub-committee rejected proposals to slice a further £25,000 from them.

The sub-committee also restored £125,000 to the budget to maintain pupil-teacher ratios, the largest proportion (£70,000) being for sixth-form teaching.

Instead, they voted to add a further £20,000 to the £42,000 planned saving on furniture and equipment. A freeze on filling advisory staff vacancies (saving £14,000) and on the secondment of teachers (£24,000) was also approved. Swimming pools will no longer be heated during the holidays.

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PERSONAL COLUMN

Gerry Fowler

A tale of two music schools

Patrick Forbes has resigned. Who is Patrick Forbes? He was until a couple of weeks ago the head of the school of music in Huddersfield Polytechnic.

In that case, does his resignation matter? Maybe it does not matter much: like all good men, he will soon be forgotten, and doubtless the school of music in Huddersfield will after a fashion (a new fashion) flourish. But the history of the events leading to his resignation should not be forgotten, for it has lessons for every educationist, even the tone deaf.

Once upon a time a man called Crosland, then regarded in the world of education as the one true prophet, told us that he had had a dream. He had dreamt of a new race of institutions, where the practical would be valued as highly as the theoretical, the ability to do more than the ability to say what should be done. Their work would be mainly in higher education, but they would not spurn other teaching where that could be integrated with their advanced courses, nor would they turn away the part-time student. The heretics in the universities, who had turned away their faces from the one true God, would repent. And it came to pass. The polytechnics were born.

Not all of the heretics understood. Even now there are some, of whom Lord Annan is perhaps an example, who seem to believe that the practical can be found only in engineering and the applied sciences, so that when polytechnics venture into other fields they are betraying their original purpose. That was never part of the thesis. No less than 16 of the 30 polytechnics included from the outset schools or faculties of art—and in two there are schools of music.

The FE system has some advantages over the universities as a location for musical education. First, success in the academic study of music is not directly related to skill as a performer, whether with the voice or on an instrument. Music graduates are not necessarily excellent musicians. Because of the wide range of FE, stretching from 16 plus courses to postgraduate work, students can be taught at their own level, together with others at the same level, in both academic and performance-orientated work.

Straightforward performers' courses can coexist with degree studies, and with diploma courses leading, after professional teacher training, to a music teacher's qualification. Orchestras may be larger and of a higher standard than their counterparts in universities to which only degree students are admitted. Training performers well, irrespective of their ultimate level of academic achievement, may be deemed to contribute to "the needs of the economy", broadly defined.

Above all, a wide range of courses makes possible the optimum use of specialist staff. An expert teacher of the bassoon is likely to be under-employed if his or her teaching is restricted to degree students alone.

When the Huddersfield College of Technology school of music entered the new polytechnic in 1970, its future might thus have seemed rosy. In addition, it occupied new purpose built accommodation, with some design faults, but nevertheless of high quality. It had approval for the first CNAA music degree in the country.

This is where this moral tale takes a sinister turn. The evil demon Pooling decided that such virtue should not be left untested; and it is a clever little devil, notorious for tempting FE colleges into the paths of unrighteousness. Polytechnics are especially subject to its allure, abandoning sub-degree work and sometimes part-time courses too in response to its siren call.

The Huddersfield Polytechnic began its life in the charge of a middle sized county borough, one of the smallest of all polytechnic maintaining authorities, and far from rich. Its financial future could never be secure if it had to rely heavily on local resources. Clearly therefore it must shed non-poolable courses wherever that was reasonable.

For most academic areas this presented no insuperable difficulty. Courses and staff were transferred to the local technical college. But it was impossible to lop off non-degree work from the schoo music, save at the cost of t advantage which an FE setting ferred; the buildings would under-used and the expertise specialist staff wasted. Yet if work were retained, the propor of its expenditure which the poly technic as a whole could cla from the Advanced Further Edu tion Pool would be significan reduced.

I was then assistant director the polytechnic. In 1971 I dev with the help of Patrick Forbe scheme designed not to cut, bu untie this Gordian knot. Co would indeed be transferred t technical college, and there w be two music departments in separate colleges. Their activ would however be coordinated b over arching entity, to be c the Huddersfield School of Mu with no legal existence, but a t real educational purpose.

Apart from the two heads department, all staff would b the full-time service of the p ority, but assigned for speci proportions of working tim each department. Premises wou necessary be used by both pa in the school.

This arrangement, educatio sound but an administrative a maly has been a bone of co contention ever since. It had examined by the new Kir authority and scrutinized by Majesty's Inspectorate. It received a generally clean b health. But to every tidy m bureaucrat, it remains an ep No school shall serve two m tional masters, even if both b of the same further educatio tem in the same town.

In the end the tug of w tween the demands of sound cal education and of hierar administration was too much Patrick Forbes. He defended principle of the "essential co the demands of the subject an needs of the students; the re tion that the task is to illum not delineate; ... not to information, but integration words, published in the Aut journal *Vesta* in 1970, are the the present deputy rector of H dersfield Polytechnic.

The fundamental issue must cern us all. Do we start from educational practice and desi administrative structure to a modate it? Or are administ and financial procedures a rustes' bed to fit which edu must be mutilated?

Whitehall workers slam door on 'jobs for leavers' scheme . . .

by Mark Jackson

The Government's work experience scheme for school leavers has been virtually "blacked" by Civil Service unions. Even the Manpower Services Commission, which is promoting the idea to other organizations and firms, is debarred from running a programme in its own establishments.

The scheme, under which jobless 16 to 18-year-olds spend six months gaining experience of working life, is widely regarded as the most promising of the government's unemployment counter measures. The commission had just embarked on an intensive campaign to persuade more employers to join in.

But neither Government departments nor the MSC and its two subsidiaries, the Training Services Agency and the Employment Services Agency, all of whose staff have now become civil servants, can themselves participate without a go ahead from the Civil Service Department. And the CSD has so far been unable to obtain the approval of the staff side of the Whitley Council, which is the national negotiating body.

Officially, the CSD is awaiting a reply on the matter from the staff side. But, in fact, the executives of two of the bigger unions, the Civil and Public Services Association and the Society of Civil and Public Servants, have decided not to cooperate.

Mr Ken Thomas, general secretary of the CPSA, said this week that his union regarded the proposal to bring work experience youngsters into Government offices as largely "a gimmick".

"If they have the right qualifications, they can still come in as ordinary entrants, and if they haven't the qualifications, then it is wrong to raise hopes that they will somehow get permanent posts."

Cuts in experienced staff meant that in most cases there would be no one to supervise them, and the Civil Service Department was not prepared to provide the extra staff.

But Mr William Kendall, general secretary of the Whitley Council staff side, said the unions were not implacably opposed to the idea. They were withholding consent because they wanted the matter treated as part of an overall approach to the employment issue within the service.

The Civil Service Department, he said, had made unilateral decisions on other crisis matters such as compulsory retirement and job release, and was only consulting the staff now when it wanted something.

"We are trying to force the management side to provide us with reasonable information about its plans and forecasts. We have seen the Lord Privy Seal and he is backing that request. When we get some evidence that they are going to come clean, we shall be able to talk to them about matters such as the work experience scheme."

Work experience is already well under way in public sector organizations outside the Civil Service, including a number of the nationalized industries and some local authorities.

But the Manpower Services Commission know of only one education department so far running a scheme: it is the Inner London Education Authority, which began a project for a handful of school leavers in Brixton on Monday.

. . . while others raise the roof

Not everyone is reluctant to help, though: Mr Edward Anger, a thatcher from Wanborough, Wiltshire, teaches Laurence Taylor, an 18-year-old unemployed school leaver from Swindon his craft under the Government's work experience programme.

Ulster to keep selection —for the time being

Selection in Northern Ireland is unlikely to disappear in the immediate future, Lord Melchett, the Minister responsible for education, said last week. But the 11-plus test would shortly be overhauled.

He told the East Belfast branch of the Northern Ireland Labour Party that no decision on selection would be taken until he had received the widest possible range of advice and comment. If the decision was to go comprehensive, a White Paper would probably be needed to spell out proposals for legislation.

This meant that comprehensive education could not happen overnight and that selection would continue in the interim.

"I am conscious of the considerable dissatisfaction with the present selection arrangement. We could continue with it, but I believe we should consider whether an alternative method can be devised which can be operated in the years immediately ahead and which would remove some of the imperfections."

The working party which he had set up to examine the problem had already got down to business.

Although the Government was committed to full consultation of secondary reorganization, this did not preclude the possibility of school authorities merging voluntarily to form comprehensives.

The minister, who was speaking at Cookstown High School, a co Tyrone grammar school which is merging with the local secondary school to create an 11 to 18 all-through comprehensive, said:

"I welcome this proposed amalgamation of the Cookstown schools. It is an example of school authorities taking a decision on the issue because they see a benefit in a comprehensive system for their area. This is in line with similar developments which have taken place in other parts of Northern Ireland."

Apprenticeships survive hard times

The number of apprentices in industry has increased in spite of the economic recession, said Mr John Golding, Parliamentary Under Secretary of State for Employment, last week.

Last year engineering and transport had the highest number for five years. This had only been made possible by Government intervention.

Since the 1975 budget the Government had made more than £600m available to create or keep open half a million jobs or training places. It was vital when the upturn came that full industrial expansion would not be inhibited by a shortage of skilled workers.

The Government was doing all it could to encourage industrial training boards and employers to look to recruit as many young people as possible.

Regular jobs would be ideal, but where this was not possible, schemes like Job Creation were a good second best. They built up confidence and prevented young people from becoming unemployable.

Union leader challenges right to close colleges

The Department of Education and Science does not have the power to close down colleges of education, Mr Tom Driver, general secretary of the National Association of Teachers in Further and Higher Education, said last week.

"Colleges are owned by local authorities and voluntary bodies and if any college is to be closed it is their decision." What happens to a college when places are reduced is a matter for the providing body, he told a meeting of NATFHE members from Lanchester Polytechnic and Coventry College.

Colleges should be preserved and used, he said, particularly in view of the forecast growth in numbers in higher and further education and the latest cut in the building programme. In a few years time, those authorities and bodies which let their colleges go would be crying out for accommodation.

Mr Driver suggested several ways in which colleges could usefully flourish. The reduction in initial training places could be offset by in-service and induction courses. In some cases colleges could be used for non-advanced further education.

All such choices facing colleges would require diversification and probably a redeployment of staff, but the difficulties were not insuperable.

● In Audrey Segal's article last week on colleges of education, Shoreditch College, Egham, was wrongly named as Stockwell College, Egham.

Six-week summer holiday agreed

Six weeks continuous holiday in summer are guaranteed to further education lecturers in the conditions of service which their union, NATFHE, has worked out with the Council of Local Education Authorities. But they still have to be agreed in 20 of the 104 authorities.

The introduction of courses covering 48 weeks with some running into traditional vacation periods made a new conditions of service agreement necessary, the union said last week. But it acknowledges that the six weeks in summer is less favourable than the custom in some areas.

Holiday allowance over the year will be 14 weeks, with the 30 hours as the maximum weekly duty period.

Mr Stan Broadbridge, who will take over as general secretary of NATFHE on the retirement of Mr Tom Driver this summer, said the delay in most of the 20 local authorities was technical. But in one or two it was deliberate, he thought. NATFHE had hoped that the agreement would come into operation nationally on January 1.

Head gets top race job

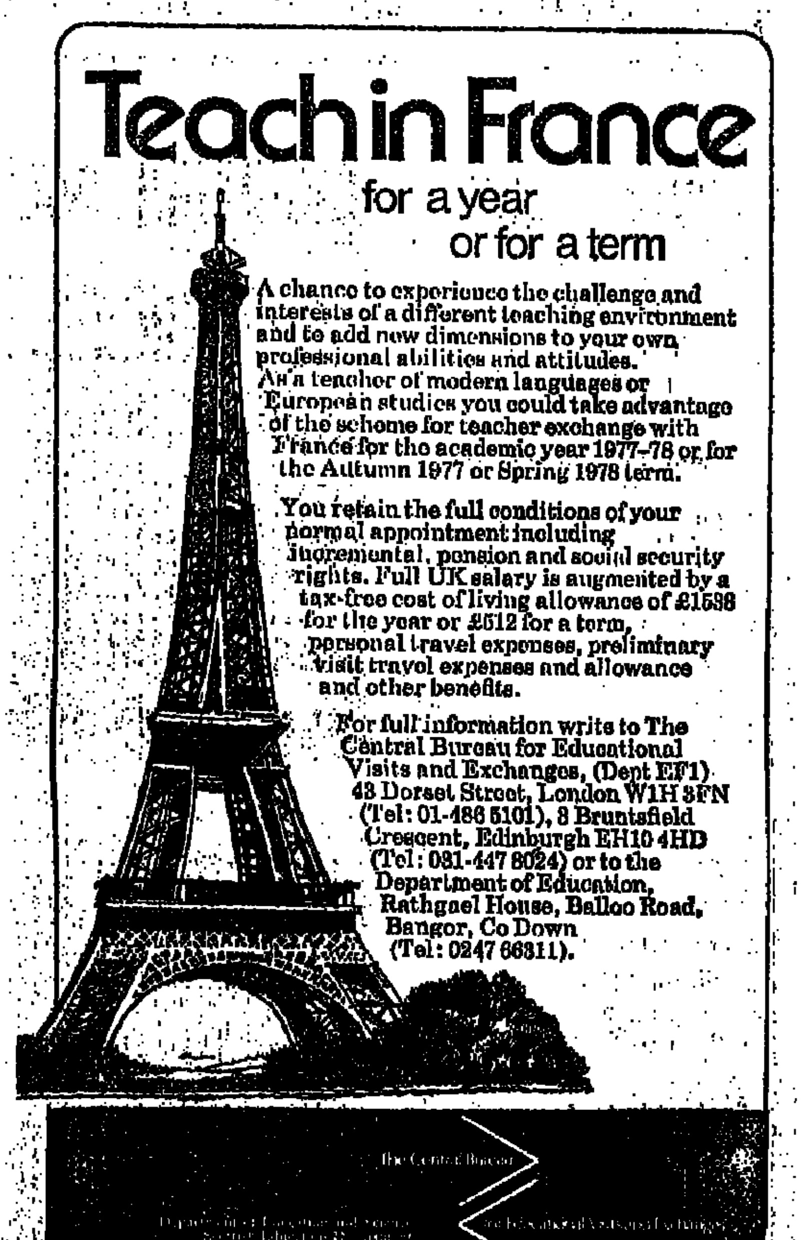
Mr Clifton Robinson, head of Uplands County Junior School, Leicester, is one of the two deputy chairmen of the new Commission for Racial Equality named by Mr Merlyn Rees, the Home Secretary, this week.

Mr Robinson is vice-chairman of the Leicester Community Relations Council and a member of the East Midlands Conciliation Committee of the Race Relations Board. He is also a member of Leicester University Teachers' Services Committee.

The commission is to be set up under the Race Relations Act 1976. It will replace the Community Relations Commission and the Race Relations Board.

Mr David Lane, its chairman-designate, told the Ethnic Minorities Association in London last week that ethnic minority groups, especially young people, were not getting a fair deal or the help they needed.

Most of them were or would be making a major contribution to life in this country. They needed sensitive and sympathetic encouragement in their desire and efforts to preserve their ethnic, cultural and religious identities.



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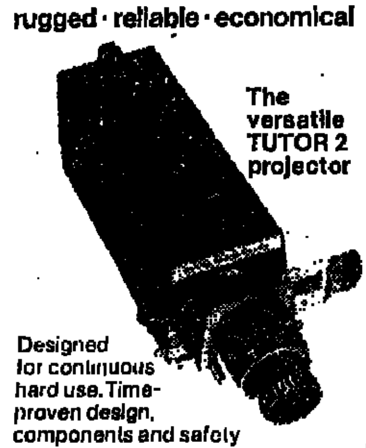

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How heads can smooth secondary transfe

Heads of junior schools should themselves check every child on the three Rs before they go on to secondary schooling, according to Mr Peter Newsam, the Inner London Education Authority's new education officer.

In the ILEA's teachers' magazine, *Contact*, he sets out a four point plan for primary and secondary heads to start this year "a major effort to upgrade our whole secondary education system".

Checking on basic skills does not mean simply scanning test results or asking the child's teacher. The head should make himself familiar with what the child has read, look at what the child has written and see what it can do with numbers.

Primary heads should make sure that children in need of special education are not transferred to secondary schools. The effects on secondary schools and children of inappropriate transfers are "disproportionately serious". If the proper channels to prevent unfortunate transfers do not work, heads should write directly to him.

All the ILEA secondary schools are due to have comprehensive intakes this year. About 10,000 teachers in schools which do not select their pupils will be joined by 1,500 who until now have selected Mr Newsam says. "This may sound a bit like Blücher coming to the aid of Wellington at a tricky point in the Battle of Waterloo. So be it."

Point two of his plan is that primary heads should make sure that the former selective schools get the full range of ability in their intakes and that in the advice they give to parents they do not directly or indirectly steer the less able away from them.

In secondary schools there should be no "diagnostic dither" in the first few weeks. "Clarity and security provide the best start to the school year."

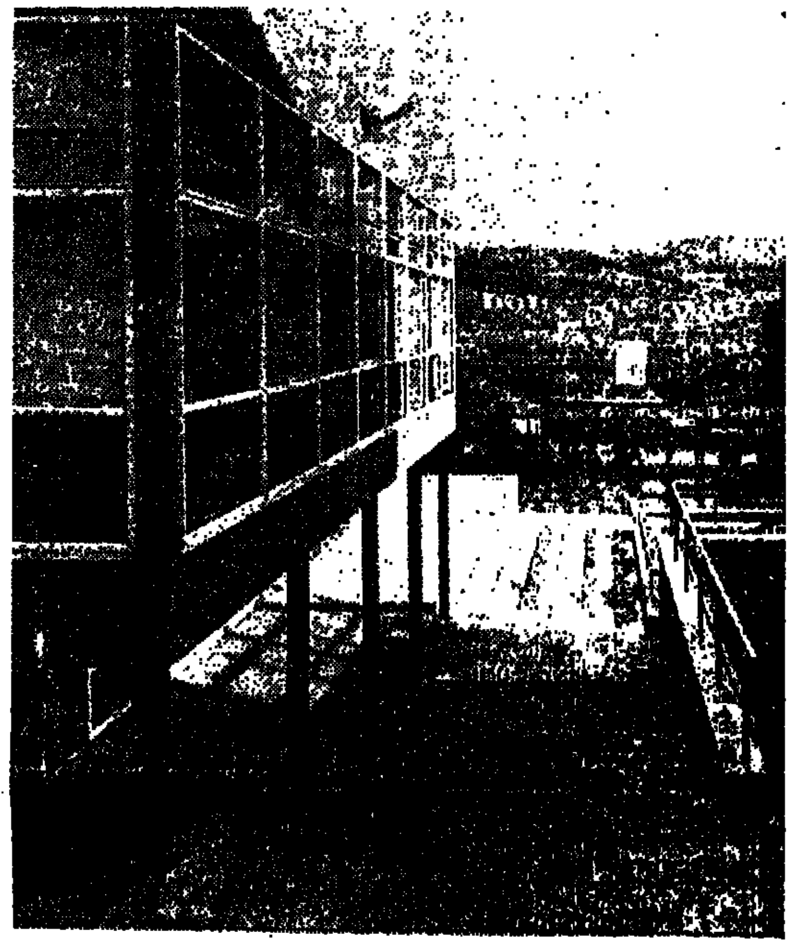
"In that first week or two there needs to be a positive effort to see that the new entrants are busy, that they know what they are supposed to be doing, that they are enabled to do some things well and that they are appropriately praised for doing so. It is in these first few weeks that in the insecure child half-revived hopes can flicker, die, and deep loyalties and habits of work can be formed."

He calls for better underst between primary and seco schools. "What I propose fo is that, area by area, any pote flurry of recriminations shoul replaced by properly orga meetings." Pupils' skills on tra would be talked about, not in g eral terms, but with exampl work to look at.

"I believe we are entitle have higher expectations of children transferring to secon school in September than we h in the past and that they and th parents are entitled to have hig expectations of us."

Polys ready to shake off town hall control

by Bert Lodge



Polytechnic directors are certain to lobby for their institutions to be taken out of local authority control when the Government committee looking into the finance and management of higher education meets shortly.

Mr Gordon Oakes, Education Minister of State who will chair the committee, told the *TES* last month that he expected the first meeting to be in mid-January. But a DES spokesman said last week the membership of the committee was not yet complete and the first meeting would be in February.

Tension frequently occurs between polytechnics and their local education committees because the polytechnics' articles of management prevent complete local authority control although it is the local authorities who provide the finance.

Mr Arthur Suddaby, chairman of the Committee of Directors of Polytechnics, would not disclose how radical a change the CDP would be seeking, but previous announcements from the committee suggest some form of central funding would be favoured together with a new national advisory body. There is believed to be considerable support for moving control on to a regional basis, stopping short of full centralization.

Though some local authorities would welcome the opportunity to say goodbye to their institutions of higher education, the Inner London Education Authority is not among them. ILEA fears that if it were left with only schools to administer it would be much easier for the Inner London boroughs to get control of them, as some are already demanding.

So concerned is ILEA about this that the leader, Sir Ashley Bramall, recently had a meeting with Mrs Shirley Williams, Education Secretary, to press his case in the light of the Oakes committee deliberations.

The committee will meet, gloomily conscious of two considerations: the problems it has to solve have been sharply intensified by the entry into advanced further education of formerly isolated teacher-training institutions, and two attempts within the past two years to improve the system have both failed.

The seeds of the present difficulties were sown in the mid-1960s when the Government rejected the recommendations of the 1963 Robbins report for 10 regional colleges of technology to be elevated ultimately to university status, preferring instead 30 institutions to become the caucus of development of higher education within the local authority sector. The policy was announced in what has become known as the "birth of the binary" speech by the then Education Minister, Mr Antony Crosland, at Woolwich in 1965.

It made polytechnics dependent on the advanced further education pool for finance. The pool is a system established in 1958 to spread the cost of advanced further education fairly among all local authorities. Briefly, this works on two principles: money is drawn into the pool from local education authorities on the basis of their non-domestic ratable value and school population; each authority draws out of the pool on the basis of how much advanced level work it has in its colleges. The system has many critics.

The other area needing attention is that polytechnics have evolved, with unexpected speed, into very different institutions from their original conception. They were designed to cater largely for the area in which they were located. This has not been totally neglected but the nature of the education they provide has acquired a national character so that now the whole picture of higher education cries out for national coordination.

Criticisms of the pool are easy to come by. An advanced further education college is managed by the local authority in whose boundary it is but is not specifically financed by it. On the other hand, some authorities without any advanced further education complain they are having to pay for those that have, without any say in how their money is spent.

What must be rather anomalous in the eyes of a Labour Government is the encouragement the system of recoupment gives to colleges to aim for advanced work at the expense of non-advanced. Admirers of enterprise point out, on the other hand, that it allows a small but ambitious authority to build up a reputation for high level work with most of the cost coming from the pool.

What is not challenged is that the basis of filling the pool favours well-off areas with low non-domestic ratable values at the expense of predominantly working class areas.

There is dissatisfaction with course provision not only because the regional advisory councils are ill equipped to see the whole field nationally, but because the machinery for course approval is slow and cumbersome.

Inevitably there is overlap of course and resource within the public sector and between it and the university sector.

As early as 1968 a select committee was calling for a national body for higher education. In March, 1972, the Standing Conference of Regional Advisory Councils in evidence to another select committee called for an end to the waste caused by inadequate planning and for the establishment of a national committee. In July the same year, the local authority associations, impatient with the slowness of talks initiated with the DES on the reform of higher education planning, formed a local authorities higher education commission (LAHEC). The Committee of Directors of Polytechnics promptly condemned it for having none of their members on it.

But the LAHEC resumed its discussions with the DES, heartened by the suggestion of regional committees in the 1972 White Paper. In December that year the Education and Arts sub-committee of the House of Commons Expenditure Committee came out in favour of a higher education commission which would take over the planning and financing of all higher education, including the universities.

The LAHEC remained totally opposed to any such concept.

Shortly after reorganization the Council of Local Education Authorities was born. Last year it produced its plan, which was rejected by the then Education Secretary, Mr Fred Mulley, for the reform of higher education. Not unexpectedly, this would have considerably strengthened the present regional machinery, taking management o of the hands of the indiv maintaining authorities. But the would still have been the div between management and financ responsibility. Moreover, the dep of national provision in advan further education was still n sufficiently recognized.

Two simplistic and contra solutions suggest themselves in present dilemma: either "locali or "nationalize" the system. In first, local authorities would control and pay for their institutions; in the second, would be taken out of the l authorities' hands and adminis by a central body.

Objections to the decentrali idea are that, again, the lack national perspective which alrea exists would be aggravated; a that a considerable number of 30 polytechnics are frankly too powered now to be administe by "locals".

The tidiness of the Univer Grants Committee by which all universities are financed attracted a wistful look from t to time, but the parallels are sory. To set up a polytech grants committee would be ignore not only the new institu of higher education which now corporate teacher training, but that volume of advanced furth education which has develop what are regarded as no mark further education colleges.

To solve this by bringing advanced further education toge into a single receiving body wo mean the proposed "PGC" havi to deal with about 400 colleg some almost wholly given over advanced further education, othe running just the odd course.

And there is still the second p of the Oakes committee's remit: coordinate the development higher education with the univer ties.

The man whose enthusiasm been responsible for getting committee started will not be p sent. Mr Gerry Fowler has be replaced, both in the chair and the DES, by Mr Oakes. But he already made public the kind solutions he would like to see committee produce: a body of representatives from authorities, teachers and CNAA and with the power comes from being responsible administering a block grant of colleges.

But not to all 400 colleges little sentiment, Mr Fowler w thin that unwieldy number down considerably fewer than 100 by cluding those institutions offe less than 40 per cent of advan work. The remainder would c tinue to have a strong local c acter

The Standing Council of Regi Advisory Councils believed in principle "Build on what is alr there", favouring joint area dinating committees which wo ultimately replace RACs, and advanced education committ similar to the national body posed by Mr Fowler.

The Committee of Directors Polytechnics has said its first ference is for some centrally fun structure which would recognize advanced work their members vided in response to local need.

It is obvious there will be ar ment all round the table that national and some local interest control must remain. Differe will be on degree, and unanim looks impossible. It is the org organizations disappointed at t exclusion from the committee will watch most critically how Mr Oakes gets to squaring circle.

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Parliament Reports by Alan W

Gentle prod for laggard l.e.a

Twenty-six more local education authorities are being asked to submit their proposals for going fully comprehensive, Mrs Shirley Williams, the Education Secretary, told the House of Commons this week.

Six of them are being required to submit proposals for reorganizing all their remaining selective schools within six months. These are Bolton, Bromley, Bury, Calderdale, Kent and Lincolnshire.

Twelve have been told to reorganize some parts of their area where selective schools remain, also within six months. These are Berkshire, Cumbria, Devon, Dorset, East Sussex, Gloucestershire, Hereford and Worcester, Kirklees, North Yorkshire, Shropshire, Warwickshire and Wirral.

Eight will have to submit proposals, again within six months, for phasing out voluntary schools where admission is still on a selective basis. These are Barnet, Birmingham, Croydon, Enfield, Hampshire, Lancashire, Manchester and Wolverhampton.

During exchanges in the Commons after her announcement, Mrs Williams said she resented the criticism that they were giving authorities little time to consider the matter. The first circular on comprehensive education was issued as long ago as 1965. She thought local authorities would obey the law.

It had been made clear to local authorities that building allocations would be made available for secondary schools only where they were committed to comprehensive reorganization plans.

The DES was always willing to advise local authorities. "If an authority submits an unsatisfactory plan but has the intention of reorganizing we are always willing to sit down and work out ways in which their plans might be achieved."

Most of the 41 authorities she had not on this occasion felt it necessary to write to were in that position. They intended to reorganize as soon as resources were available "and I am persuaded of their goodwill".

Mr Norman St John-Stevas, chief Opposition spokesman on education, queried the logic of dragooning nearly a third of l.e.a.s into going comprehensive and yet not giving them the resources with wh do so adequately. The only result would be botched-up sc which would not be in the interests of the children conc Was this not going to bri idea of comprehensive schoo disrepute?

Mrs Williams said the 26 aut ties to whom she had written had not submitted any plan reorganization, had not subm plans for part of their area not submitted plans covering tary schools.

The 41 authorities she had written to were authorities had submitted schemes but, bec resources had not yet become able or in some cases becau arguments over legal matter voluntary school trusts, there be some delay before they reorganize.

● Suffolk and the London bor of Hillingdon were not on th of rebel l.e.a.s as predicted *TES* last week. Hillingdon has pleted reorganization and is waiting for approval for for the only area remaining tive.

Four questions for regional conferences

Four main topics will be discussed at the eight regional conferences on education to be held in February and March, Mrs Williams said in the Commons this week.

She said she had completed the first round of discussions, and the views that had been expressed were being taken into account in preparing the agenda and background paper for the regional conferences. Out of these conferences would come a consultative document.

The four main areas of concern singled out by the groups with whom she had had preliminary discussions were the curriculum, educational standards and assessment, teacher training and education for work. These would be put in the form of questions to the conferences.

Mr Nigel Foreman (Sutton, Carshalton, C) said the conferences should be more than just public relations exercises, a comment with which Mrs Williams agreed. He wanted to know how parental interest and concern would be taken into account.

Mrs Williams explained that representations from teachers, parents, local authorities, trade unions, employers and higher and further education would be invited. This would be the first occasion on which there would have been widespread consultation with parents. She hoped it would give a more balanced view of what was happening in education.

Mr Rhodes Boyson, an Opposition spokesman on education, said there was risk, since attendance at the conferences was by invitation only, that they would represent the educational establishment which had been in charge during a period of static or declining standards. There must be a way of bringing in parents who held strong views.

Mrs Williams said the invitations to the conference went far beyond the conventional area of educational consultations. She would have expected Mr Boyson, in view of the many speeches he had made, to have welcomed what the Government were trying to do.

Minister angered by closure reports

Decisions about teacher training college closures would be announced next week, Mr Gordon Oakes, Minister of State for Education, told the House of Commons.

He was aware of rumours and concern within the teacher training colleges and the education world generally. That was why the DES had kept to the timetable.

He added: "I deplore the wild statements made, particularly in one national newspaper in which lists of proposed closures were given before the matter had been considered by me and my fellow ministers at the department."

Mrs Williams refuses to lower leaving age

An assurance that there was no going back on the raising of the school leaving age was given by Mrs Shirley Williams during exchanges in which Mr Norman St John-Stevas, the chief Opposition spokesman on education, and his deputy, Mr Rhodes Boyson, came in for some light-hearted and good humoured leg pulling.

At one stage Mr Dennis Skinner (Bolsover, Lab) commented it would be better if the Opposition spokesmen got up at the dispatch box together and told the House precisely where they stood on education because their position could not be more confused than it was now.

Mrs Williams remarked: "As a lover of music I have never much appreciated discordant duets". There was loud laughter in which the Tory spokesmen joined.

Mrs Williams added that while Mrs Margaret Thatcher was Secretary of State she had played a vigorous part in raising the school leaving age and that made it all the more strange that she should have appointed the present front bench spokesmen, but perhaps it was a tribute to her respect for free speech.

Mrs Williams said she had no intention of lowering it to 14 as had been suggested by Mr Boyson. Mr Bryan Davies (Enfield, North, Lab), who had asked how many representations had been received urging Mrs Williams to reduce the school leaving age, was told that in the last four months of 1976 the DES received two letters asking for it to be lowered to 14. There were 29 letters wanting other variations in school leaving.

Mrs Williams had no plans to lower the statutory school leaving age. Indeed, its raising had been of great benefit to many boys and girls especially in regions where only a small proportion stayed on after the compulsory school age.

Mr. Davies wondered if Mrs Wil liams drew a degree of comfo from so few objections

Mrs Williams asked to wha tent Mr Boyson's views represe the views of parents, which frequently claimed they did.

Mr William van Straub (Wokingham, C), a former ju education minister in the last servative Government, said none of Mrs Williams's prede sors was more successful in sec the resources for raising the sc leaving age and none more d cated to doing it than Mrs Thatc Would Mrs Williams agree th was surely far too early, tionally, to make serious tions for lowering it.

Mrs Williams said there wa doubt that the 1966-70 Labour Gov ernment and Mrs Thatcher pur the raising of the school-leav age vigorously. She added that the past year there had been increase of 35,000 boys and choosing to stay on after 16, and above the figures for the vious year. To reduce the age destroy the possibility of a full year course.

Mr Norman St John-Stevas that surely Mrs Williams must that the Conservative policy raising the leaving age was to the leaving age in principle but between 15 and 16 to ma more flexible by allowing pupils to go on to colleges of fur education or to take up appren ships.

Why was she attacking Mr B when she was his most disting convert, with the possible excep of the Prime Minister, on the tion of standards? "Should she have greater respect for her pr he queried amid laughter.

Mrs Williams said she tho that she and Mr St John-St had established a bipartisan p with regard to Mr Boyson.

Questions

Training: Mrs Williams told the House in reply to a question that 10 teacher training institutions had recently been invited to investigate the possibility of providing one-year retraining courses in craft, design and technology, for both serving teachers and those not at present teaching. The DES hoped soon to make a similar approach to selected institutions with respect to retraining courses for mathematics teaching.

Spending: Mrs Williams said it was estimated that in the present financial year expenditure on education in England and Wales (but including universities for Great Britain as a whole) would be about £6,250m, at 1976 survey prices. The figure for 1971-72, at the same price base, was £5,420m.

Married pupils: Mr Edmund Marshall (Goole, Lab) asked if the Secretary of State was satisfied with the legislative provisions which assigned the responsibility for ensuring the school attendance young married person of school to the parent.

Miss Margaret Jackson, U Secretary, said she recognized difficulties could arise, but she not think a change in the would bring about an improv or any general educational b "I hope local authorities will fully consider alternative rem including home tuition prosecuting the parents of a m 16-year-old."

Correspondence courses: A what consideration had been to requests for financial assist for students who studied by c spondence, Mr Gordon Minister of State, said the Secre of State did not consider it w be appropriate to give guidanc l.e.a.s in respect of them. Auth ities had discretionary powe help any students who were entitled to mandatory awards cluding those taking course correspondence.

Independent schools urge swap with state

by Frances Stadlen

ritain's independent schools this vook held out an olive branch to he state system by suggesting that eighbouring state and private chools might barter for what each ould offer the other.

The Independent Schools Joint ommittee, which represents more han 1,000 independent schools, ssued a policy statement saying it would like the emphasis to be n dialogue and cooperation between the two sectors". The sort f cooperation it envisages would be n a school to school basis.

Speaking at a press conference n London to mark the publication of the document, Dr John Rae, eadmaster of Westminster School, aid that the ISJC did not favour rand schemes worked out at ational level. Nor did they think t desirable to enter into complicated financial arrangements. It vould be better for individual chools to agree on a straight and nutually beneficial swap. An independent school might, for instance, ffer sixth-form teaching in a rare subject to state school pupils in return for the use of their swimming pool or music practice rooms.

The document sets out the right of independent schools not only to exist, but also to flourish. The case s argued on grounds of liberty, equality, the rights of parents, the needs of children and the ability of ndependent schools to pioneer new developments, for which, they claim, hey have an excellent record.

The statement also draws attention to the Government's signature of the United Nations Covenant on Economic, Social and Cultural Rights, which respects the liberty of parents to choose for their children schools other than those established by the public authorities". The destruction of good schools, it adds, will make no contribution to he removal of fundamental inequalities, whose causes lie outside he education system.

The chairman of the ISJC, Lord elstead, said that it was pertinent, n the context of the present education debate, to look at some of the irtues of the public schools. These ncluded their small size, their firm tand on religious education, the utonomy of their heads and governing bodies, their boarding facilities, heir provision of single sex education, the diversity of their academic arrangements and their striving for excellence. At a time of economic restraint, it was also appropriate to see how duplication could be avoided and how existing resources might be shared.

The document points out that the independent and direct grant chools are responsible for the education of about 20 per cent of he country's sixth-form pupils. Many of them have a wide variety of subjects to offer, including rare ones. Sixth-form teaching would herefore make a good starting point or more cooperation.

The independent and direct grant schools also have the greatest share of boarding places. The government have recently acknowledged he need for boarding places on a umber of grounds, and Britain's membership of the EEC has increased the number of children who eed to go to boarding school.

Mr Roger Young, principal of George Watson's College, Edinurgh, confirmed that the ISJC would support the assisted places scheme put forward last year by he direct grant schools. This scheme would discontinue their capitation and sixth-form grants and replace hem with a new scale of fee remission, applicable to all pupils. There would be no free or reserved laces and at least 25 per cent of pupils would come from maintained hools.

The ISJC also wants to see independent heads and teachers establish closer contacts with the staff maintained schools, possibly by erving on each other's governing odies.

he Place of the Independent hools. Published on behalf of the dependent Schools Joint Committe by the Independent Schools Inrmation Service, 47 Victoria reet, London SW1H 0EQ. 15p us postage.

'Leave curriculum to the practitioners'

by Bert Lodge

The spectacle of laymen advising teachers on curriculum matters was raised by Mr Fred Jarvis, general secretary of the National Union of Teachers, at a meeting of the 70-strong governing body of the Schools Council last week.

He was commenting on demands from delegates of several organizations outside school teaching to be represented on the body due to start work this month on a review of the council's structure.

The review body is to consist of the existing programme committee, with the addition of the parent association, CBI and TUC members, and some additional representation from the Department of Education and Science.

It will consider how representation of parents, employers and other bodies may be increased, whether the council should continue to be dominated by teachers and how its committee structure and current staffing might function more effectively. An interim report is expected by July.

Mr Jarvis said it was not only the scope of lay representation on the council that was being considered but also the work of the council itself. What the lay members of the council seemed to want was to join in a general forum on education, and the old central advisory council on education would have provided that if successive Secretaries of State had not killed it off.

But he wondered about the credibility of a Schools Council with more laymen on it giving advice on curriculum matters.

Afterwards Mr Jarvis said the NUT agreed there should be lay involvement in a general way in the aims of the service. "We think industry should be consulted on whether to broaden the subject range in the examination system, for instance. But once these decisions have been made, the rest should be left to the practitioners. You are talking about very complex matters."

Mr E. R. Taylor, Free Church Federal Council, said he was disillusioned with the composition of the review body. "There is an impression that the Schools Council rivals a shipyard as a centre for inter-union squabbles", he said.

Not only the universities but the churches also were being left out of any consideration in the committee structure. He was concerned about the moral lessons children drew from the world of trade unions and commerce. "It may be they see Machiavelli's *The Prince* as the modern text book for running the world", he said.

Mr M. G. R. Adams, Church of England Board of Education, said he supported Mr Taylor's points but did not think it very important that the churches be represented on the review body.

Mr R. Cave, National Association of Inspectors and Educational Advisers, said he thought subject advisers may have something to give the review body but as far as he knew no member of his association had ever got on a council committee.

Professor H. R. Pitt, Committee of Vice-Chancellors and Principals, wanted to know if there could be a representative of higher education on the review body.

Dr P. T. Underdown, NATFHE, suggested that if the Committee of Vice-Chancellors and Principals would only seek membership of the TUC their problem would be solved.

Mrs Jean Madgwick, National Confederation of Parent-Teacher Associations, said parents would be very willing to be on the review body. "We have nominated people for subject committees in the past but have not got on", she said.

Sir Alex Smith, chairman of the council, said afterwards that Mrs Madgwick would be representing about five million parents. Perhaps politicians should be regarded as representing parents.

He thought there was a case for a Schools Council which would be more dynamic than it had been previously. It could take the initiative in things which it thought needed doing rather than depend on submissions made to it. It had to consider the optimum size, whether there was a need for so many committees and what their role should be. The whole composition of the council needed reviewing.

DES representatives on the council were criticized for the Department's slowness in setting up the steering group to look again at proposals for the reform of exams at 16-plus.

The steering group, to which working parties would report, was suggested by Mrs Shirley Williams, Education Secretary, when she delayed acceptance of the council's proposals last October. At the time she said she hoped that when outstanding issues were resolved it would be possible to introduce the new system for a common exam on the five-year time scale proposed by the council.

Mr Jarvis said that this statement had tempered the disappointment many felt when the proposals were not accepted. "But we are hearing reports of an attitude of mind within the department that it is not seized with the urgency it might be."

Mr J. A. Hudson, DES, rejected the suggestion that the Department was dragging its feet. There were a number of complicated issues to be resolved. The debate was wider than the scope of the 16-plus and 17-plus exam issues, but they were linked. On the other hand, the timetables of the two were distinct and there was no reason why the progress of one should impede the other.

The council resolved to seek a meeting with the Education Secretary to discuss the uncoordinated development of exams by different organizations. Mr Walter Cooke, NUT, said that CSE boards functioned under the control of the Education Secretary but no comparable control existed over other boards.

Mr Jack Chambers, NUT, remarked that the introduction of foundation courses by the City and Guilds of London Institute could be desirable because they were industrially biased, but it could impinge on territory which had hitherto been that of the Schools Council.

Remember the disabled call

The Government has asked local education authorities to provide for the disabled when they plan new buildings.

In a letter sent this week to chief architects of l.e.a.s, the Department of Education drew attention to Section 8 of the Chronically Sick and Disabled Persons Act 1970 which requires authorities to make access, parking and lavatories available to the disabled. A number of authorities already show their plans for the disabled when they submit building proposals to the DES for loan sanction approval. All are now asked to do this as normal practice.

The DES intends to amend the Standards for School Premises Regulations 1972 and the Further Education Regulations 1975 to include references to the Chronically Sick and Disabled Persons Act after consulting local authority associations. However, the Department will not increase ordinary school building allocations.

Inspectors the only quality control

Education cuts will be worse than they need be if they are concentrated on local authority advisers and inspectors, their professional association claimed this week.

A statement issued by the National Association of Inspectors and Educational Advisers, which represents 900 of 1,450 l.e.a. inspectors and advisers, says that at a time of debate about standards they are the only effective quality control in education apart from the exam system.

Inspectors and advisers were often the teachers' stoutest defenders in the administration offices. They did not expect to escape their share of cuts but warned councils against misunderstanding their importance when priorities were being drawn up. "To do this when quality is a key issue would sacrifice a vital part of the service and make the damage done by cuts far greater than it might be otherwise."

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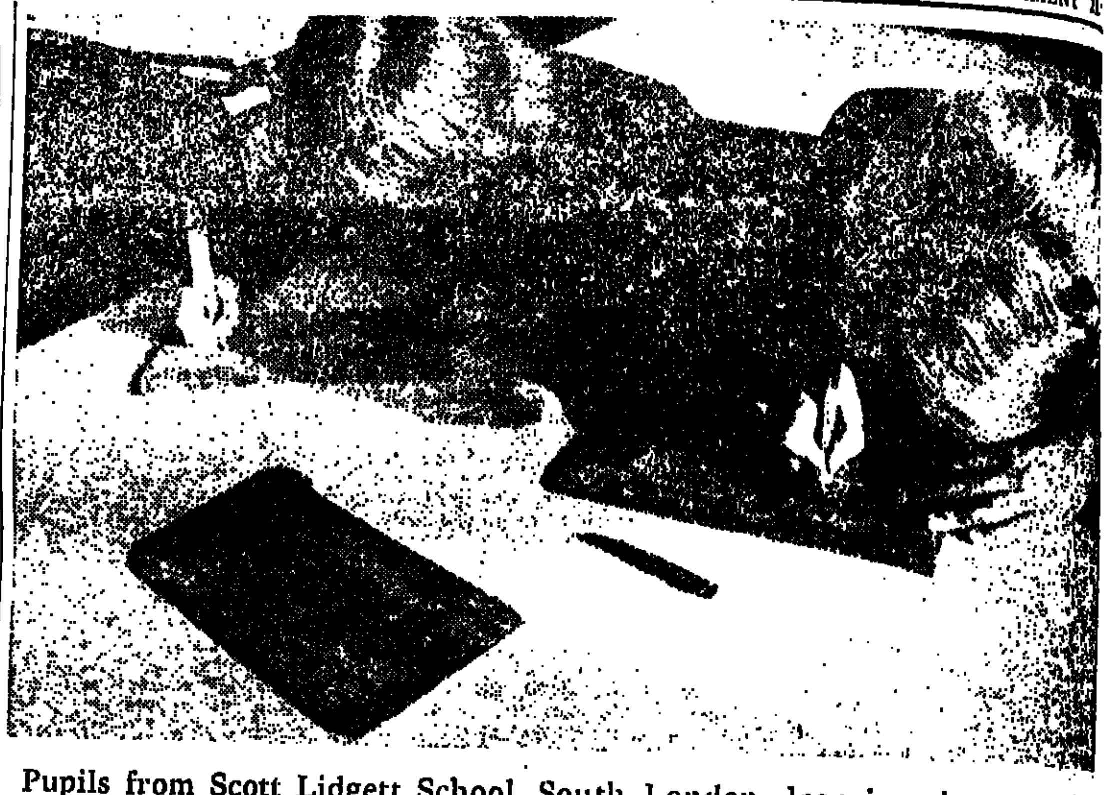

Pupils from Scott Lidgett School, South London, learning the art of ha writing the old-fashioned way with slates and slate pencils.

All building improvements axe

The Government has ordered every one of England's 96 local education authorities to spend less money on buildings in 1977-78. And three-quarters of them have also had their building allocation cut for 1976-77.

In revising the educational building allocations—which are not grants but limits up to which new buildings can be started—the Government has cut £28m from the £261m originally allocated for the two-year period.

The reduction has been achieved by withdrawing the school improvement scheme for 1976-77 and 1977-78 except for work already started and approved in 1976-77; and from the surrender of allocations by some local authorities.

The authorities have also been told their original allocation of £5.1m for nursery building in 1977-78 has been cut to £2.5m. The programme for 1976-77 is not affected.

All the reductions are in line with the measures announced by the Chancellor of the Exchequer in July last year as well as in his mini-budget of December, and with the recent rate support grant settlement.

The revised allocations include the original amounts allocated for minor works at further education and teacher training establishments and special schools.

The Government has also told the authorities that no further approvals will be given for projects in the 1976-77 further education building programme, apart from a limited number of small projects. But revised bids can be submitted 1977-78 further education starts programme, though the all size of this has been from £20,500,000 to £9,250,000.

The reduction for some ties is dramatic. West Suss had its original allocation £1,850,000 for 1976-77 £378,000. For the same Barking must make do with instead of the original £410,0

Largest allocations go growth areas of Essex—allo of £4,622,000 unchanged Hampshire, whose £5,840,000 been reduced to £5,656,000 vision for basic need, incl projects under the secondary reorganization programme is not affected.

Heads ask l.e.a.s to fix minimum spending rates

The Government should lay down a minimum figure which authorities must spend on their schools, say the National Association of Head Teachers.

The association also call this week for higher school meal charges, an end to free transport for pupils within the legal free-bus limit, and a full fee to be charged to users of school buildings in the evenings or at weekends.

State subsidies for school meals and milk should be transferred from the education budget to the Department of Health and Social Security.

"We are concerned about the wide differences in school spending between local authorities", said Mr Mike Brighouse, chairman of the NAHT educational administration committee. "Each authority should be required to set aside a stated minimum percentage of its rate support grant for the education of pupils of compulsory school age. This used to be the practice."

His members realized that the call for dearer school meals would not be popular. "But, as parents, all of us have to consider the choice: would we rather pay more for meals or see our children taught in larger classes with all the weakening of educational opportunity that would be involved?"

Heads often found that buses bringing in pupils from long distances picked up other children living inside the free-transport boundary. These could be charged an economic fare. The full cost of heating, lighting and caretaking should be charged to hirers of school premises.

Mr Peter Browning, chief education officer for Bedfordshire, called for a return to the percentage grant system at the North of England education conference earlier this month;

Throw out 'bad apples' – MP

Teacher misfits should be removed from their posts, a former junior education minister declared on Monday. But such action should not have the appearance of a witch hunt, said Mr William Van Straubenzee, Conservative MP for Wokingham.

The misfits were like "bad apples in the barrel" he added. "They do not pull their weight. They do not do their homework. They have no dedication to out-of-school activities."

He was commenting on the cation Secretary's statement during the years of education ex sion young men and women wi great inclination or talent for te ing entered the profession. He Westminster Young Conservativ "It is not so long ago that it almost impossible to fail a co at a college of education."

Mr Van Straubenzee said scheme he had in mind must become a heads' charter for rid themselves of staff they did not on with.

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Schools are invited to submit up to four specimens of printed work, associated with a school activity, eg tickets, posters, programmes, magazines. Entries must be submitted by 31 March 1977. Cash prizes totalling £100 will be awarded to those schools which, in the opinion of a panel of judges, have achieved the highest standards of design and production. All entries will be included in an exhibition at the Watford College during May 1977

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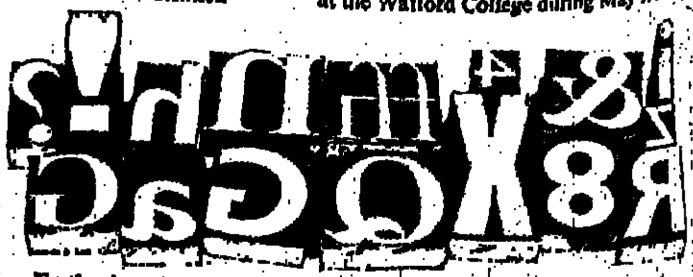

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Double standard over standards

by Bob Doe

Schools are expected to remain bastions of decency and honesty while the rest of society ignores the old standards, according to a report to be put before Avon Education Committee next week.

Four local heads and three of the county's education officers blame parents, newspapers, broadcasters and even the law for allowing standards to slip while expecting schools to be the finger in the dyke of public morality .

More broken homes and working mothers meant that schools were expected to do more and more to feed, nurse and tend to the emotional needs of children. In the 1930s these were seen as the parents' responsibility.

"If parents pay little heed to emotional needs and feelings of their children, these will, in turn, pay little heed to the feelings of those around them. Hence the signs of greed, selfishness, dishonest acquisitiveness and violence we see between children."

Gone was the general acceptance of moral values and standards. "Those have not only been allowed to crumble away through neglect but have been actively attacked by those for whom the only worthwhile objective is total freedom for the individual to do, write and say what he pleases regardless of the effect on others.

"Sex is treated as an end in itself, obscenity is free expression, dishonesty is only self-help. Yet in the middle of this schools are expected to be untouched by it and be temples of pure behaviour, speech and honesty."

The report accuses the media of imbalance and titillation and advertising of making people dissatisfied with their standard of living. It contrasts the standards of what is said and shown on the radio, television, cinema and in the theatre and the press with the "standards schools are being expected to maintain of what was publicly acceptable 10 or 20 years ago".

"Can we really expect impressionable adolescents not to be affected by the unacceptable aspects of change when they are given such prominence and support?"

The Children and Young Persons Act 1969 left the police and courts powerless in the face of the rising tide of juvenile crime. Laws on the age of consent, pubs, clubs and cinemas were falling into contempt.

"How realistic is it to expect schools to set and maintain high standards irrespective of the standards demonstrated by society outside the school?"

Mr Peter Coleman, a senior education officer in Avon, blamed the effects of these dual standards for the public discontent rather than any failure on the part of schools.

The report, which is due to be discussed by the education committee on Tuesday, has already been recommended by the schools subcommittee for wider distribution in the county to schools, parents, the police, courts and probation services.

Mr Coleman said they had expressed these considered views forcibly in the hope that they would provoke a public response. They hoped that a clear expression of public opinion could form the basis for guidelines which the committee could offers schools. "Not rules, but a framework for the school's philosophy which could be written down to make it clearer to parents and children."

The report says, however, that schools "should concentrate on their true educative role, particularly constructive social education programmes for the next generation of parents." It says, too, that they should distinguish with parents between the really important standards of behaviour and the trivial things that should be discarded.

Union to take vote on Bolton overcrowding

by Stephen Cohen

Nearly 40 per cent of teachers interviewed in Bolton have classes of more than 35 children, it was revealed last week. Some teach in corridors, dining rooms, and staffrooms. In one school pupils often have to work on the floor.

These outsize classes and indifferent classrooms have prompted the Bolton division of the National Union of Teachers to take the first step towards declaring a dispute with the local authority. A ballot of NUT members is to be held to decide on instituting no-cover sanctions and banning over-size classes.

The survey showed that 37.7 per cent of primary teachers have classes of more than 35 for part of the week. Three-quarters of these have large classes for most or all of the time.

Although nearly a third of primary schools have no staffing problems, others have acute difficulties. In one school, eight out of 12 staff spend all their time teaching classes of more than 35, except for an hour a week. In another school all seven teachers spend all their time with large groups.

Teaching space also present difficulties. According to the survey "common problems" include use of:

- ● Dining areas which could not be used for the whole day or where furniture had to be frequently rearranged, or where there was excessive disturbance from the kitchens.
- ● Staff rooms which are often too small and devoid of classroom facilities or furnishings, and noisy because of their position in schools.
- ● Corridors which are inevitably draughty, even if not cold, the wrong shape for classroom activities and often devoid of facilities.
- ● School halls as classrooms with frequent interruptions and displacement of classes when the halls are required for their normal functions.
- ● Inadequate classrooms ("one class of 30 pupils uses an area of 363 sq ft—twice the size of a typical living room—which also has to serve as a corridor for other classes").

There is "incontrovertible evidence" of unreasonable class size in Bolton, says the survey, and "It has therefore been decided that action should be taken". Approval has already been given by a special meeting of NUT members. A ballot will shortly be arranged.

The union requires that a two-thirds majority is needed before the executive gives the go-ahead for sanctions.

Handicapped go unnoticed

The gulf between sophisticated assessment and effective remedial help is causing concern among teachers, according to Mr David Thomas, of Leicester Polytechnic.

Writing in *Forum*, a magazine for the discussion of new trends in education, he says the early identification of children with potential educational handicaps and the diagnosis of specific difficulties is hampered by many factors.

These include shortage of trained people resulting in heavy case loads and long waiting lists of referrals; poor communication between the various agencies concerned with care, education and welfare; and lack of coherent policy for pre-school children.

Teachers saw children in a variety of situations. Their observations could be used more systematically to detect those in greatest need of remedial help.

Such was the confusion of organization and provision in England and Wales that a pupil's educational future was at the mercy of "fortuitous local circumstance"

In an editorial comment the magazine says that remedial teachers have a new and important role in advising and cooperating with their colleagues. Giving remedial help should be the responsibility of all teachers, whether they are class teachers in a primary school or subject specialists in a secondary, although all schools require properly qualified remedial teachers.

Unfortunately, the remedial service is especially vulnerable to the effects of cuts in expenditure and already there is a shortage of qualified teachers and oversize classes. "That there are unemployed teachers potentially available to alleviate this situation, and in-service courses undersubscribed through cutback in secondment, amounts to a callous disregard for children in greatest need."

More staff at DES

The staff of the Department of Education and Science rose slightly last year, after falling steadily since 1972, according to the latest issue of *Civil Service Statistics*.

The figures show that the number of people employed by the DES rose from 2,887 in 1975 to 2,926 in 1976. This included members of the University Grants Committee.

The number of HM inspectors employed fell from 605 to 598. Only a fifth of all inspectors were women.

The DES remains one of the smallest of the main government departments. The Training Services Agency, a branch of the Manpower Services Commission, for example, had a staff of 6,774 last year.

Civil Service Statistics 1976. HMSO £2.75.

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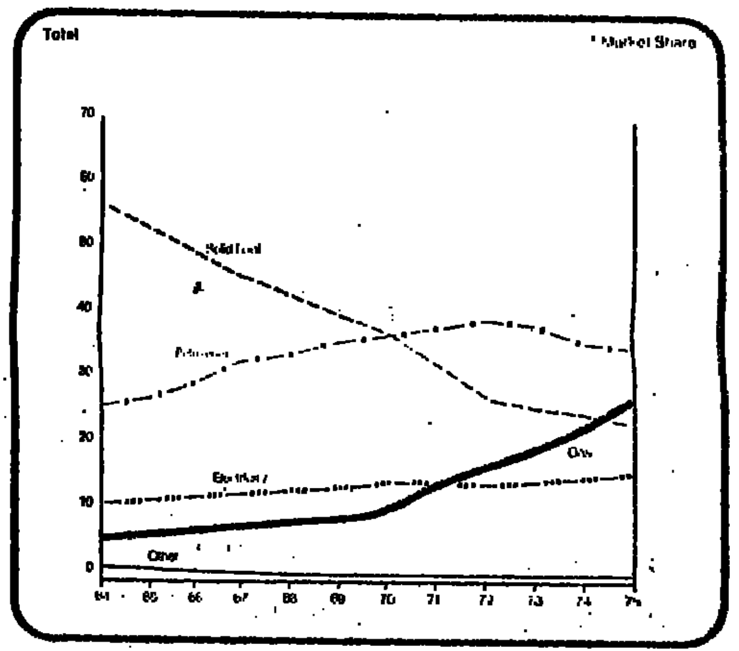

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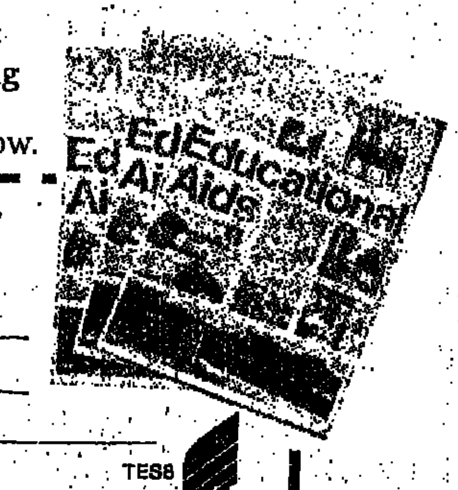

COURSES

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Course Director: Neill L. Ransom. Richard Aldworth School,
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Senior staff from secondary schools, whether beginners or with some experience of timetabling, will find their knowledge extended and improved after attending this course. Study groups will use simulated material to learn the planning/construction stages, the philosophies and interaction between the timetable, curriculum and school organisation. Key lecturers will cover current and future trends of timetabling and titles will include:

- The Curriculum and the Timetable—Current Practice
- (Case Study) The Background and the Timetable
- Curriculum Notation and Analysis
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(C77/3)

THE PROBLEMS of CURRICULUM ORGANISATION in SECONDARY SCHOOLS

13-16 APRIL, 1977, Wentworth College, York

Course Director: Roger Seckington, Principal
Earl Shilton Community College
Earl Shilton, Leics

This intensive lecture/study group course continues the theme, selected in 1973, re-designed this year, where members will examine the main problems associated with curricular organisation and provide opportunity for realistic discussion. Lectures include:

- What is Curriculum?
- Classroom Interaction
- Curriculum problems through simulation
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- The Management of the Curriculum: A Head's View

Members will work in groups on assignments throughout the course under the direction of an experienced leader. Members will also have an opportunity to work in depth on one subject selected from options to include: *Pastoral Care—Role of the Head—Curriculum Constraint Simulation—Management of Resources—4th & 5th-Year Options—Staff Consultation & Participation—Middle Management—Curriculum Development for the Mixed Ability Classroom—Management of Curriculum Innovation—Teachers' Centres Support—Teacher's Role in Personal Relationships in School—Role of the Deputy Head—Block Timetabling.*

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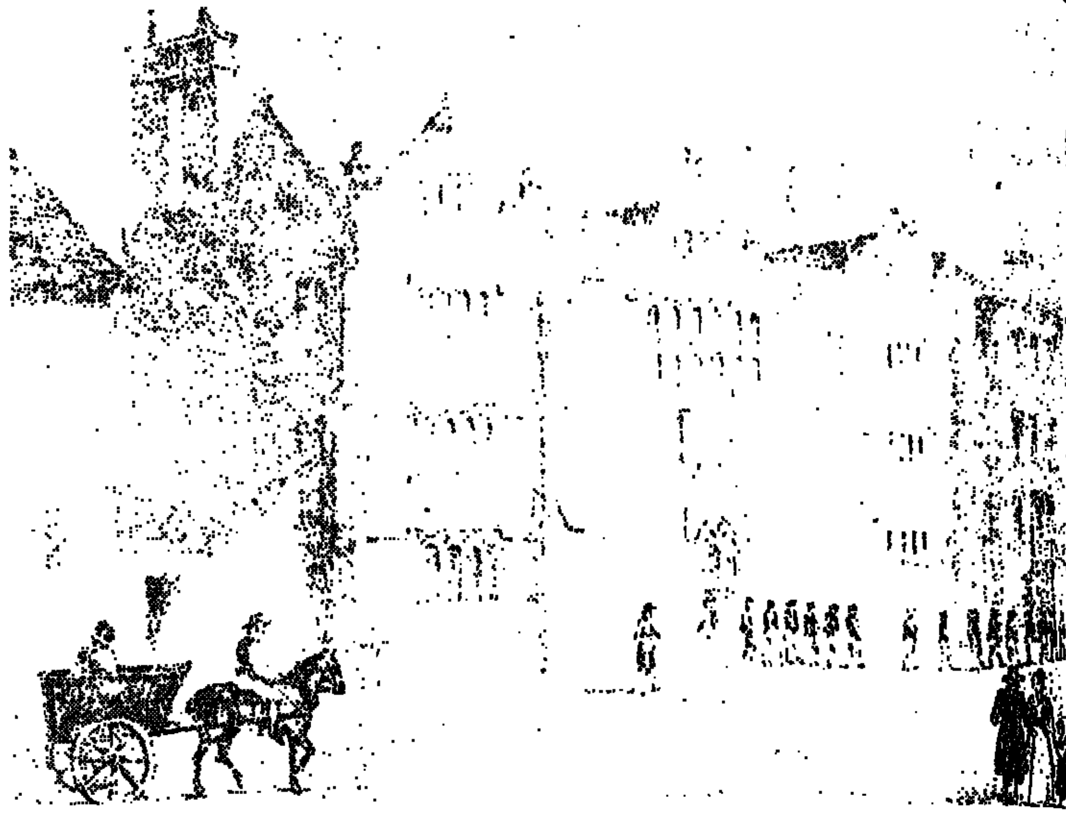

Guildford Royal Grammar School—nineteenth-century drawing.

Permission to go private

MARK VAUGHAN

reports how, after 10 years, the last piece of Surrey's comprehensive jigsaw fell into place

One of the longest and most arduous battles of any l.e.a. going comprehensive has just come to an end in Surrey.

The county has been given Mrs Shirley Williams's approval to cease to maintain the Guildford Royal Grammar School which wants to go independent, and this now completes comprehensive reorganization in Surrey.

The 10 years which it has taken to end selection throughout the county has been littered with bitter political fighting, legal tangles and threats, and seen the most surprising intervention ever by an Education Minister. This was the use of Section 68 of the 1944 Education Act in June 1971 by Mrs Margaret Thatcher to overrule one of Surrey's pilot comprehensive schemes, the Rydens comprehensive school in Walton on Thames.

Surrey had said that all children living in the school's catchment area should go to that school. However, because of her own opposition to comprehensive schools and in response to pressure from parents and some Conservative councillors, Mrs Thatcher ruled that the children had to be allowed to try for grammar schools elsewhere in the county if their parents so wished.

The county sought legal advice and were told that Mrs Thatcher was within her rights in saying the l.e.a. was acting "unreasonably". The council felt it had no option but to comply. The test of unreasonableness, Surrey was told, was the subjective view of the Minister herself.

However, legal advice given at the same time to the county's Stop the 11-plus campaign by barrister Mr Louis Blom Cooper, found the Minister was acting "ultra vires". The irony of Surrey's failure to challenge Mrs Thatcher is that it was Mr Fred Mulley's subjective view on selection and comprehensive schools in Tameside which the House of Lords overruled last year, and led to the borough keeping its grammar and secondary modern schools.

If Mrs Thatcher had successfully rejected any legal challenge by Surrey or STEP over her use of Section 68, Mr Mulley would have had a cast iron case in Tameside. If she had lost, Surrey would have completed its comprehensive reorganization that much sooner.

One of Surrey's more difficult problems in going comprehensive has been what to do with its four voluntary controlled schools, Reigate, Strode's Egham, Sir William Per Chertsey and Guildford Roy mar. Three of the four h gone independent, or are in cess of doing so, following ted and fraught negotiatio have finally resulted in sa legal agreements.

Strode's is now a sixth lege and part of the compr system. The fact that the voluntary controlled scho managed to go independen cribed by a spokesman Department of Education as a "very rare phenomen

A curious twist in the cas gate is that after the fo governors had agreed to l the school buildings to council and were prepar new premises in order to pendent, the Charity Comm stepped in and said that 1944 Act, the governors were to keep the buildings after move is thought to have s Foundation governors seve dred thousand pounds.

Undoubtedly a factor whi enced Mrs Williams' rul Guildford Royal Gramm was the governors' decisi £556,000 to Surrey to cov replacement compensation it is losing school places h without, Surrey is having and adapt an existing in the town, and this is money will be used for.

Great Debate reports

PAT turns down tests and common core

Members of the 10,000-strong Professional Association of Teachers have rejected the idea of literacy and numeracy tests as a solution to claims that school standards are slipping.

In its report to Mrs Shirley Williams, the Education Secretary, the association has joined in the Great Debate and come out squarely against an externally imposed common core curriculum. "Most members would argue that a common core already exists in a wide range of subjects . . ." the report says.

"There has been little support from members for the idea of introducing literacy and numeracy tests as such. The association believes that screening is far more important than testing."

But the association does not play down the worries about standards. "Members feel that there is little doubt that the concern about standards of numeracy is justified. Many pupils show that they have difficulty with normal arithmetical problems and straightforward calculations. Recall of facts is very poor and knowledge of tables often non-existent.

"Many secondary schools have several feeder schools, which may use three or four different methods in calculations, such as subtraction, so that patching up on this becomes a very complex task, especially since pupils are often confused about which method they do normally use."

●

Charlotte Mason college of education has asked Mrs Shirley Williams, Education Secretary, in an open letter, to nominate a day on which schools would close for the day while staff made their contribution to the Education Debate.

The meeting would produce two documents, one outlining the aims of the school along the guidelines suggested by the DES, covering curriculum, monitoring and assessment, school and working life, and another outlining the school's policy towards the community, pupils, parents and future staff development. Copies would be sent to the department.

There should also be an attempt to define the common core curriculum. "Casual debate over the staffroom cup of tea will not produce a discussion of real depth and concern", writes Dr M. Preston, director of studies, on behalf of a group of staff and stud suggests that out of the a permanent curricul body composed of parents and commerce, ex-pupils and feeder primary sch meet regularly.

●

Awarding the same cert a Mode 3 as for a Mode tion is wrong, says the Local Examinations Sy contribution to the Gre

The GCE Board draw tion between external CSE examinations of the type and the internal of Mode 3. It says it is cult to defend awarding certificates to candidat these different examinat

"The British like publi tions," says the Cambrid But, "Do not the majority when they talk of public tions really mean external tions?", it asks. And do olds really need to tak examinations? Would it better to keep these for children they were des it asks.

A firm warning about central control of the curriculum was issued at the NUT's education conference.

Hands off our syllabus

he National Union of Teachers, ritain's biggest teacher union, has varned the Government that it will itterly oppose any attempt to npose a detailed teaching syllabus n schools following the Great ebate on education.

Mr Sam Fisher, chairman of the nion's education committee, told ne union's education conference in ondon last Friday that although ne Government had stated it had o intention of introducing a etailed central control of the curculum, aspects of the hastily rawn up Department of Education genda for the great debate almost uggested that the DES was thinkg of imposing a national syllabus.

In a heavily qualified welcome to ne education debate, he said: "We velcome it only in so far as it is a erious, responsible and informed iscussion and not a jamboree of naccurate or malicious gossip about he schools." The auguries were npromising, he went on.

"The discussion was heralded by Yellow Paper so misinformed (or isinforming), so overtly biased and nalicious, so vulnerable to informed riticism and having wrought its nischief by means of contrived ress leaks, that it had hastily to be onsigned to the safety of the fficial Secrets Act."

Nor was he impressed by the way ne debate was being mounted and e feared the proposed regional conerences would be too short for adeuate discussion. In a reference to ne agenda he said it posed a urious question about the proposed ommon core syllabus. Is it just nathematics and English and does it xtend to science and modern languages and even further?

"There is something strange about hat", he said. "The DES would be ard put to find any secondary chool where one of those standard ubjects was not in the curriculum. t would almost suggest that there re some at the DES who are thinkng not of the curriculum but of an nposed national syllabus."

Sam Fisher.

The agenda might deny such an intention, he said, but the desire to ensure teaching of essentials was open to many interpretations. "So I must make it abundantly clear that we would bitterly oppose any attempt to impose syllabus details on the schools, not from arrogance but because we know the importance of relating the curriculum to the needs and abilities of our pupils."

Mr Max Morris accused Mrs Shirley Williams, Education Secretary, of bad faith in her dealings with the NUT over the 16-plus proposals. "The DES is now talking about a fresh feasibility study that could go on for five years which means no decision about the change could be made before 1980-81", he said. "If that is so then we have been conned."

He claimed the union was promised a decision by 1978. It had accepted the delay on the Secretary of State's plea that the new exam had to be explained and the public persuaded to accept it. "Mrs Williams said then that she saw no reason why we should not stick to the original timetable; meetings with the CSE boards had already begun.

"Starting a new series of feasibility studies is a different thing altogether and we must see that teachers take some form of opposition", he added. The meeting passed a resolution calling on the DES to implement the Schools Council's proposals for a common exam system.

Contempt for the industrialist

eachers should put an end to ie alienation between schools and dustry Sir Alex Smith, chairman the Schools Council, told the condary schools section.

Many teachers had nothing but ntempt for industry, he said. They see it as having little respect r human values, little recognition human attributes, committed nly to rising production, unconrned about the extent to which eople are dehumanized or the rth's resources ransacked, panderg to the baser human emotions greed and envy, and they recoil om the unrestrained consumerism stered to sustain the industrial stem."

"They fear that industrialists pect them to mould children like much potter's clay." Industrialts, on the other hand, saw teachers not interested in helping the untry earn its living, expecting ly to be able to spend the oceeds.

"They feel that education is staffed by too many trendies who give the youngsters a bias against industry and who do not agree with disciplining the young to be skilled in the fundamentals essential for work in an industrial society."

He did not blame the schools alone. Neither did he believe in simple solutions such as that industry just needed more investment. "The future wellbeing of our community depends on ending that alienation."

"The role of teachers is crucial. Our future wellbeing depends upon an acceptance by them that a civilized society is one in which there is culture, compassion, competence and health but there is also an understanding of, support for, respect for, pride in the means whereby the community as a whole secures its livelihood and that such an understanding is every bit as important as an understanding of literature, history, science or music."

1,000 EEC job or tech

ughborough Technical College d the Ecole Supérieure de Comrce et Administration, Rouen, ve been awarded £1,000 each by European Commission to work a common course of study.

Mr Donald Hutchings, principal the college, said that they had plied for a grant after five stuats on a two-year course for lingual secretaries had spent a m in Rouen.

here were likely to be enorus organizational difficulties in way of any common study. The nch students were mainly workfor business studies degrees. hen you get down to the nittyty, who will teach it, what ms the students will take, it is easy to see quite what we will e up with."

Pay rises

Secondary and further education teachers are among the 5,000 part-time Open University tutors and tutor-counsellors who are to get pay increases of between 18 and 21 per cent, backdated to January 1, 1976.

Mr Laurie Sapper, general secretary of the Association of University Teachers, which negotiated the award, said that because it came under the Terms and Conditions of Employment Act, 1959, it was payable in addition to any increases coming from the Social Contract.

Denial

The Church of England Board of Education categorically denies that it had been informed of the names of the three church colleges which are to cease initial teacher training, as reported in the TES on December 31.

Two-plus-two legion of the lost

Schools are advising sixth-formers to take one type of teacher training but are preferring to employ teachers who have done another.

This news came at the university departments and colleges of education session of the NUT education conference last Saturday. "I find a complete left-hand, right-hand situation in the profession", Mr John Barnett, principal of Ripon and York St John College of Education, said.

"In secondary schools advisers are obviously greatly favouring the postgraduate certificate or two-plus-two (two years of general studies followed by two years professional training) pattern—because it enables options to be kept open longer. But when the profession turns round and looks at the new teacher. . . .

"We have two sides of the profession: those who recommend students and those who read the reports we write back."

Mr Barnett forecasts that teachers coming out of monotechnic colleges were more likely to get jobs than those from "open" institutions.

"Students who are determined to become teachers will go to the monotechnics rather than the institution which says: 'We don't want to know whether you want to be a teacher until your second year'", Mr Barnett said. Those students would not be preferred because the quota would have already been used up.

He wondered if schools were ready yet for the products of a two-plus-two pattern in a diversified institution or four years in a monotechnic. The training pattern in these was substantially different from the traditional postgraduate certificate and college courses to which schools were accustomed.

The Department of Education had fixed 1979-80 as the date by which all entrants to teacher training should should have two A levels, Mr Barnett observed.

Three or four years ago such an achievement would have seemed feasible but figures now showed the numbers coming into teacher training were dwindling faster than places available were being cut back. In 1975-76 there were 10,000 fewer registrations than in the previous year and 7,000 fewer in 1976-77, a drop in two years of 37 per cent. Up to Christmas there were only 12,000 registrations for 1977-78, Mr Barnett said.

But it had to be remembered that many institutions picked up half or more of their students on diversified courses in the August-September-October period, he pointed out.

The drop in registrations had serious implications for the finances of the clearing-house. The clearing house could no longer depend on student fees alone and was already seeking a contribution of £2.25 from the college for every student placed. That sum could well rise to £5, he said.

Mr Barnett, whose college was one of the 10 invited by the DES last month to put on one-year courses for retraining unemployed teachers in handicrafts, said efforts to keep up student numbers in the shortage subjects were having serious effects on the traditional humanities subjects.

"Out of 150 places next September, there will be only three for the teaching of English if I keep the groups up in the shortage subjects", he said.

He thought that the success of recruitment to teaching would depend entirely on the morale of the profession and the institutions. But sixth-formers were not impressed at present. They were hearing so much of redundancies, axing of budgets and of institutions, and of training teams being scratched.

● Mr Frank Harris, vice-chairman of the NUT advisory committee for university departments and colleges of education, reminded the conference that 50 per cent of students following the new teaching degree courses would be completing their studies in three years rather than the four years necessary for the old style BEd degree.

"This", he said, "represents a dilution of training and in a shortened course something must suffer. Many of us feel it is the professional training component.

"We now stand in danger of creating 'second class citizens' in our future staffrooms while at the same time mouthing the words "an all-graduate profession'."

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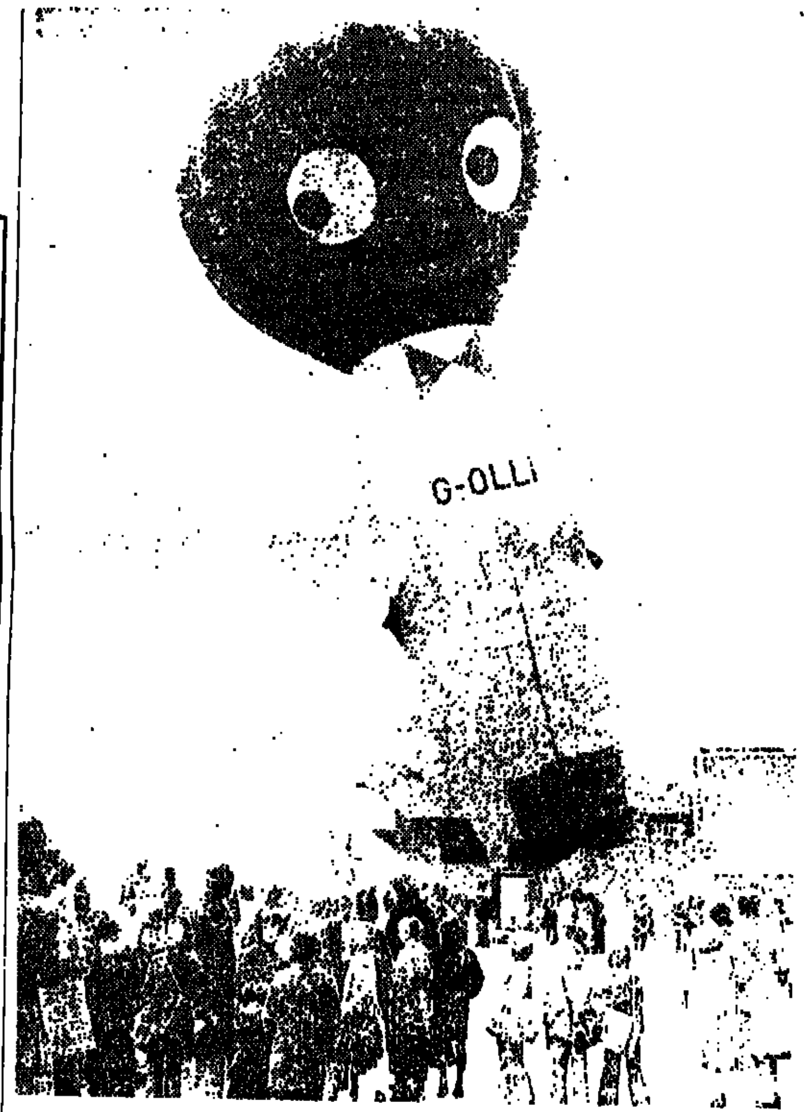

A familiar figure to jam lovers floated above London's South Bank last week to announce that the next world hot air balloon championships, sponsored by Robertsons, will be held at Castle Howard, Yorkshire, in September.

Professor lights a lamp for standard international English

Teachers of English should deal urgently with the international problem of diverging varieties of English, said Professor A. C. Gimson, head of the department of phonetics and linguistics at University College, London, last week.

Intelligibility between users was crucial in many areas, especially between people like ground controllers and aircraft crews.

This communication problem, in terms of divergences in pronunciation, he told the conference of the International Association of Teachers of English as a Foreign Language, was most apparent in the new Commonwealth.

He hoped the educational systems in these countries would get back to basics and "adopt norms based on one of the more influential standards, British or American".

Mr R. Adlam of the British Council said, however, that learners of English in Europe now demanded to be taught internationally intelligible varieties of English which possessed the vitality of the language used by native English speakers and writers.

The world-wide desire to learn English, said Professor Randolph Quirk, co-author of *Grammar of Contemporary English*, was likely to endure because English had become "a necessity for manifold purposes in manifold sections of the world".

There was a growing demand overseas for British teachers who were qualifed to teach English for technological and other special purposes said Mr A. Hajjaj, chief inspector of English in Kuwait.

Wrong medicine for 'medics'

London University medical students, in evidence to the Royal Commission on the Health Service, criticize the NHS for not giving more attention to the special problems of women doctors. They demand more part-time posts for them and urge the re-employment of married women.

They also ask the commission to look into the possibility of funding medical students from the Department of Health and Social Security while maintaining safeguards to prevent them becoming a source of cheap labour.

The highly technical approach to medical education practised in the London teaching hospitals is also criticized. Mr Mark Smithies, a student at Middlesex Hospital Medical School, said this week: "For too long the London teaching hospitals have pursued a medical education which is entirely unrelated to the health needs of society. We want to see the next generation of doctors being more responsive to these needs."

Libraries have duty to ethnic minorities

Public libraries have a vital part to play in improving race relations, according to Mr David Lane, chairman-designate of the new Commission for Racial Equality.

He was speaking at a press conference in London to mark the publication of the Library Association's report on what libraries could and should be doing in a multi-cultural society.

Mutual understanding was a key ingredient in good race relations. Libraries in predominantly white areas had a particular responsibility because "it was in such areas that misunderstanding, ignorance, and fear were most likely to occur.

Libraries could also help people experiencing social or cultural deprivation. British-born children of immigrants were particularly apt to feel doubly alienated. They needed to be able to obtain information about different cultures.

Mr Eric Clough, a former Library Association president, and research fellow at the School of Librarianship at the Polytechnic of North London, said that the essential quality of a profession was that it should recognize its duty to society.

Too many libraries seemed to be reluctant to help children to acquire a knowledge of their own social, cultural and historical back- although many ethnic mi- children were keen users of l- raries.

There was "almost a deter- tion" to stop them learning own languages. This attitu- said, was shared by many s- whose sole aim seemed to be children to adapt to their ne- vironment by concentrating e- sively on English and so sup- ing their sense of national ide-

Public Libraries in a Multi- tural Britain. Issued by the Lib- Association, 7 Ridgmount St, London, WC1E 7AE.

20,000 of last year's Ulster leavers find jobs

As many boys and girls in N Ireland who left school in the and summer of 1976 have bee ing jobs as school leavers in pre years, according to a statement the Department of Manpower vices.

Despite the recession, about school leavers found jobs last and the number out of work f len from 9,082 in July 1976 to last month, the department sa

An analysis of the figures f last three years confirms the number of unemployed school vers is falling more rapidly th previous years. But the peak less figure of 9,082 last summer pared with a peak of 7,420 in A 1975 and of only 3,598 in su 1974. Last month's jobless to 3,027 is almost three times p than the 1,139 unemployed mo earlier.

The Department's statement nounced the publication of (*tunity '77* the latest issue i annual survey of career opp ties for young people, sponsor employers, higher education and industrial training ca tions. The booklet is one of th the department will be using courage the movement of leavers off the unemployme ister.

The minister responsible f power Services, Mr Don Conc has also asked industry to c ate in the expansion of the ment Training Scheme. At p the scheme provides training people, mostly young people it is hoped to add another 300 in the next few months.

The scheme supplements the of Government training cent using spare capacity in in Unemployed trainees take courses to acquire new ski cluding those leading to a m craft. The trainee receives lowance above the level of ployment benefit and parti companies are paid for p the training.

Secular society putting too much faith in schools

Attempting to make schools sub- stitute for the family and church placed a quite dis- timate burden on teacher Frederick Catherwood, ch of the British Overseas Board, told the annual meet the Association of Ch Teachers last Saturday.

"Education cannot substi the three institutions, the the church and the state", he "The trend in secular society make everything a sub- of the state.

"But the state itself has weakened in its primary fu of law and order because fluenced by the humanist de loosen the legal and soci traints of society. So the teach faced with unpunished crimi school whom he is expec keep in order and teach."

The school was entitled for some moral values, F derick maintained.

"The great contribution Christian faith to social that it maximizes self-d and minimizes external disc he said. "That is why it free societies."

Sport

Down to the canals

by Stanley Levinson

The National School Sailing Association has started a campaign—Inland Waterway Year—to promote greater educational use of the British canal and river systems.

The association believes there is still great scope for using the waterways to educate schoolchildren and it hopes that primary and middle schools will find this specially appealing.

To help teachers, schools and youth leaders the NSSA has produced a special booklet, *Educational use of Inland Waterways* (10p plus postage), for all who are interested.

The association is also supporting a series of educational cruises, arranged by two teachers, and so organized as to make life as easy as possible for the teachers in charge.

One of these is along the Thames (30 pupils and two staff) and has a specially equipped floating classroom equipped with teaching aids. Charges are £21 for five days, £32 for seven and £11 for a weekend.

And the NSSA has set up a service to act as a booking agent for educational cruises arranged through reputable commercial firms.

In all this not a sail in sight. Mr Neill Ransom, the NSSA vice-chairman explains: "We have always had a brief for arranging allied educational activities on water." The association tries to persuade education authorities to include knowledge of boats and waterways in school curricula.

On the sailing front, the national regatta will be held in July at the Queen Mary Reservoir, Ashford, Middlesex. Last year's regatta was a victim of the long hot summer; not enough water to support boats.

Details of educational cruises from NSSA, Foxglove House, Shawfield Road, Wade Court, Havant, Hampshire.

Karen keeps her title

Karen Bridge, of Wallington High School, Surrey, retained her all-England junior (under 18) badminton title at Wimbledon—one of the three championships she was to win. Kevin Jolly, of Chase Cross Comprehensive, Romford, Essex, was also a triple winner.

Miss Bridge defeated her doubles partner Karen Puttick 12—10, 11—3 and Jolly beat his fellow top seed Andy Goode 15—6, 15—6 in the finals.

As neither Jolly nor Miss Bridge were on the losing side it goes without saying that they teamed up to win the mixed doubles against Nigel Tier and Miss Puttick by 15—12, 15—8.

One of Miss Bridge's victims, in the quarter-finals, was Gillian Clark (Ashford School, Kent) who, a few days earlier had won the all-England under-15 championship.

Gymnasts in training

Twenty of Britain's top schoolgirl gymnasts spent the beginning of the year at Lilleshall getting specialist coaching from leading national coaches.

All the girls are in the British national junior squad. This was the first of three week-long training sessions for this year being backed by the Lilia-White company which came into gymnastic sponsorship last year.

Golfers' courses

From February 9, a series of lunch-time coaching sessions for golfers will be held at the Crofton Leisure Centre, Brockley, London. The series will be run jointly by Lewisham Borough Council and the Inner London Education Authority. Instructors will be supplied by Mr Geoff Cotton, the professional at the council's golf course in Beckenham Place Park.

In brief

Curriculum power

A conference on Power and the Curriculum is being held from April 1-3 at the College of St Hild and St Bede, Durham. It will be the inaugural conference for a new body—the Association for the Study of the Curriculum—which was set up last year by the annual Standing Conference on Curriculum Studies. Details from R. J. T. Brown, Durham University Institute of Education, 48 Old Elvet, Durham.

Remedial therapy diploma

Southampton University is running a new diploma course in remedial therapy for those involved in occupational therapy, physiotherapy and remedial gymnastics. The one-year, full-time course will begin this autumn, and initially, about 15 students will be accepted.

What's new at free school?

Bulletin 4 of the White Lion Street Free School has just been published and covers the history of the period—summer 1975 to autumn 1976. It is available from the school, 57 White Lion Street, London N1, price 25p plus postage. The school is desperately short of money and needs to replace the minibus it uses for outings.

Babyminders and the box

A grant of £10,204 has been given to the National Educational Research and Development Trust to look at what effect a BBC television series on childminders has on the minders and those in their care. The series will be screened three times a week starting on January 9 and ending its first run in May. The research grant has come from the Social Science Research Council.

Safety hot line

A plan has been worked out to help schools near BP's Baglan Bay complex cope with hazards from the plant during an emergency. It will come into operation after the Easter holidays and will mean schools nearest the plant being connected by a hot line to the works shift manager. If there is a major gas leak or chemical escape, children will be moved indoors and West Glamorgan's emergency services alerted.

Street art contest

The second Art into Landscape competition, sponsored by the Arts Council and *The Sunday Times*, lists 12 public sites all over Britain in need of a face lift. The sites, which range from blank brick walls to slagheaps, have been identified by a number of local authorities and the landscaping will be paid for out of council funds. Last year competitors chose their own sites and none of their ideas could be implemented. Inquiries to Sue Grayson, Serpentine Gallery, Kensington Gardens, London, W2.

Planning approval

The new MA course in regional planning introduced by the Lanchester Polytechnic, Coventry, has now received approval from the Council of National Academic Awards. It is a one year full-time course, starting for the first time in October this year. Its unique feature is a strong emphasis on Europe.

People

Mr Alan Warhurst, director of the Ulster Museum, Belfast, is to be director of Manchester Museum.

Schools

Mr J. Burchill, deputy head of Lidget Green Middle School, Bradford, is to be head of Dean Field Junior School, Ovenden, Halifax.

Miss Iris Sparkes, headmistress of West Norfolk and Kings Lynn High School for Girls, is to be head of Derby High School for Girls.

Universities

Mr John Arthur Gosling, senior lecturer in anatomy at Manchester University, is to be a professor.

Mr John Richard Daly, senior lecturer in chemical pathology in the Charing Cross Hospital medical school, to the chair of chemical pathology at Manchester University.

THE TIMES
Educational Supplement

SPECIAL INSETS AND FEATURES PLANNED FOR 1977

Insets:

JAN	7	Films in Education
	14	Travel
	21	Children's Books I
	28	Travel
FEB	4	Music
	11	Primary Books
	18	Winter Sports
	25	History
MAR	4	School Visits
	11	Careers
	18	Mathematics
	25	Educational Equipment Review
APR	1	Geography
	8	Religious Books
	15	Modern Language Teaching
	22	Advertising Feature
	29	Audio Visual Review
MAY	6	Art, Handicraft and Technical Drawing
	13	Remedial Education
	20	Building, Equipping and Furnishing a New School
	27	Secondary School Books (Arts)
JUN	3	Science
	10	Environmental Studies
	17	Children's Books II
	24	Secondary School Books (Science)
JUL	1	Home Economics
	8	Music Festival
	15	Reading
	22	Summer Projects
AUG	5	Ed Tech 77
	12	English as a Foreign Language
SEP	2	Travel
	9	Sport
	16	Travel
	23	Computers
	30	English
OCT	7	Mathematics
	14	Resources for Learning
	21	Information Books
	28	Modern Language Teaching
NOV	4	Children's Theatre and Educational Drama
	11	Geography
	18	Children's Books III
	25	Music
DEC	2	History
	9	Hobbies and Handicrafts
	16	Religious Education

Features:

JAN	14	Science
	28	Books for the Third World
FEB	11	Swimming Pools
MAR	4	DIDACTA
	11	L.H.T.A. Books Exhibition
APR	8	N.U.T. Exhibition
	22	Secondary Schools Books (C.S.E.)
MAY	6	Books and Equipment for Nursery Schools
JUN	3	The Humanities: Books for 6th Formers and Undergraduates
JUL	1	Books in the Technical Subjects
SEP	23	Books in Sociology, Economics and Environmental Studies
OCT	21	Commercial Studies
NOV	18	Polytechnics

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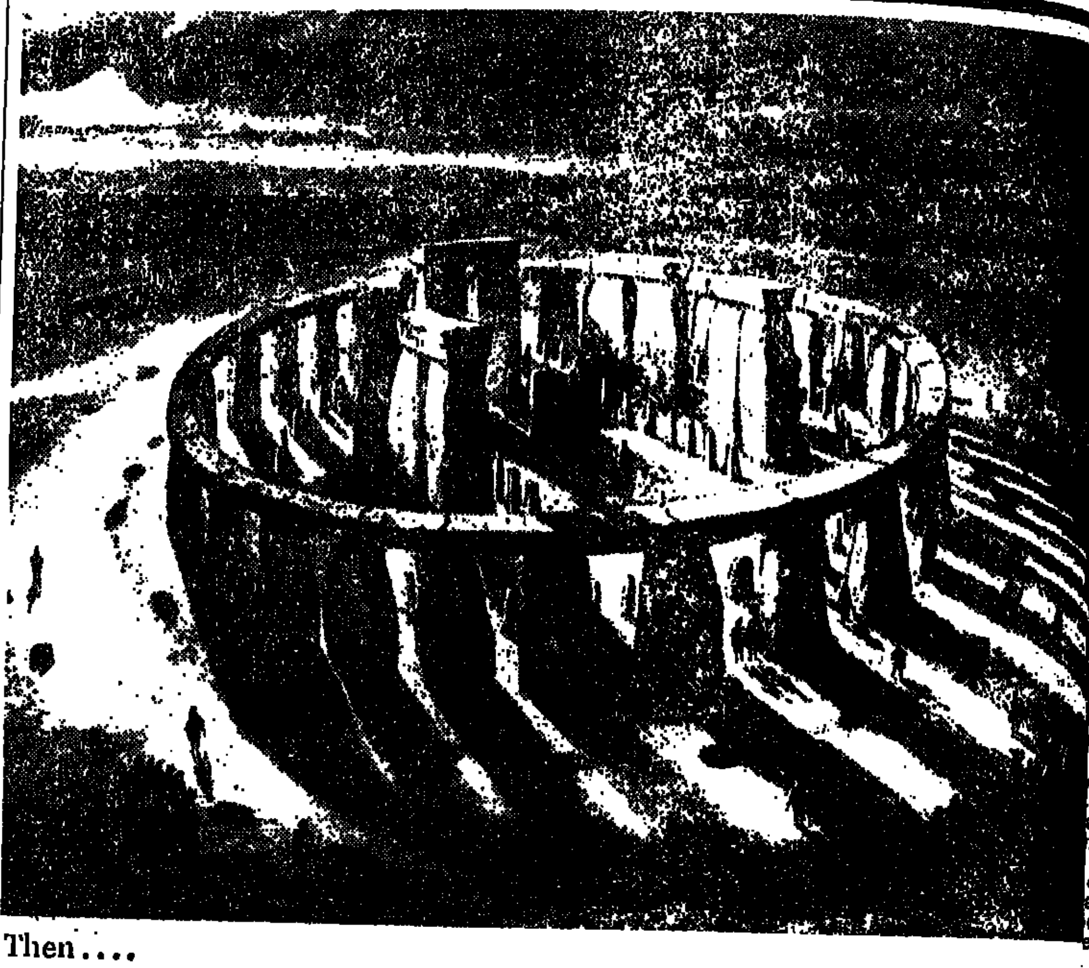

Then....

False doctrine from sermons in stones

Science diar[y] by John Maddox

The now long-standing argument about the precise function of Stonehenge has produced some fanciful notions in its time. None is more fanciful than the latest suggestion that this ancient monument may have been a device for predicting exceptional tides around the British Isles. Yet this, apparently in all seriousness, is the opinion canvassed in *Nature* (January 6) by A. D. Beach, whose address is given as "Auckland, New Zealand".

That part of the function of Stonehenge, even from the earliest phases of its construction, was astronomical is no longer in dispute. The most conspicuous of the geometrical alignments corresponds to the direction of sunrise at midsummer, while the existence of precisely 56 post-holes in a regular wide circle, the Aubrey Circle, around the centre of the monument is also to be taken as significant.

Fifty-six is both twice the number of days in a lunar month and approximately three times the length in years of the period of revolution of the line of nodes of the Moon's orbit, or the line in which the plane of the Moon's orbit about the Earth intersects the plane of the Earth's orbit about the Sun or the Ecliptic.

The interesting issues are, however, quite different, and centre on questions such as "How did it get like that?" Beach's argument is that the Aubrey Circle at Stonehenge has 56 post-holes because 56 equals 4 x 14, and because 14 is the number of lunar months (measured as the interval between full moon and full moon) during which the Moon makes almost exactly an extra revolution in its true orbit, from apogee to apogee for example.

Since, the argument goes, it is the second of these periods of revolution (the anomalistic lunar month) which determines the distance of the Moon from the Earth, and since the highest tides occur when the Moon is either new or full (or the Sun and the Moon pulling in the same direction) and when the distance of the Moon is least (or the Moon is at perigee in its orbit), the strongest spring tides coinciding with full moon occur every 14 synodic lunar months.

Plainly, says Mr Beach, Stonehenge must have been a kind of tide predictor—the old people put it at Stonehenge, almost as far in southern England as it could be from the sea, because they valued the "good seeing" of Salisbury Plain.

In the same issue of *Nature* Professor R. J. C. Atkinson, of University College, Cardiff, asks why people like Mr Beach should suppose that everything about Stonehenge should be explicable in terms of primitive astronomy. That is fair enough.

Professor Atkinson is also on safe ground when he protests at attempts to impose modern rationality on our early ancestors and in the process to "people the past with ourselves in fancy dress". But that does not mean that nobody should try to discover how Stonehenge was used.

So what can be said? First, astronomy and superstition, even religion, were probably closely intertwined. The astronomical function of Stonehenge was almost certainly concerned with the keeping of a calendar and, as in early Egypt and Babylon, the special skills needed for the purpose may well have been kept the close secrets of priestly families.

But it is also fair to suppose that the people of Salisbury Plain 4,000 years ago were more familiar than most of us with the seasonal movements of the stars and other astronomical objects. They would at least have been able to see the stars clearly.

On the assumption that they were essentially sensible people, it is only reasonable to suppose that they were aware that the s the sky are carried round each as if they were painted on th of plastic, that the moon among the stars and that th in the sky change with the They would have known th over 12 lunar cycles would a year.

What would have confused as much as it does many of the incongruency of the lun a month and a year, however are defined. Indeed, they are even whole numbers of days synodic lunar month is mately 29½ days, the year 365

No self-respecting Keeper Celestial Spheres would have able to collect his stipend re from the local inhabitants w having some means of telling the year had begun, wheth doubt the alignment of the of the monument and the bea with the line of the solar

Stonehenge appears equipped for measuring the on the horizon at which the rises in midsummer (furthest north-east) and sets in mid (furthest to the south-west). up such an arrangement would been a comparatively forward a job.

With that job done, the charge could hope to put up, relying on his family and acolytes to organize suitable ceremonies to mark midsummer the equinoxes. That, at least have been his hope.

Unfortunately, as a little ref will show, it cannot be that Good ceremonies need pl even publicity. How else w locals know when to turn up it would make sense to ays of ceremony and or sacrifice a ittle while in advance, say, for xample "the first full moon after he spring equinox" (which, of ourse, is how we still fix Easter).

The trouble is that you cannot o that simply by counting from the revious full moon because you annot tell whether you should ount forward for 29 or 30 days nd because, in any case, clouds ay have kept the previous full oon from you.

Inevitably, then, the managers of tonehenge would have had to learn ow to predict the next full moon. n my view, that is a sufficient xplanation of the Aubrey Circle, hich is plainly just a diagram of e Ecliptic laid flat on Salisbury lain. If the old people had had encils and graph paper—and a nguage in which to write—the ubrey Circle would not have been eeded.

As it is, or was, it need not have een centred on the instrument used r recognizing the lines of solstices —but what high priest or research irector would pass up the chance f building the second instrument n the same site?

How, then, did it work? And hy exactly 56 holes in the Aubrey ircle? To understand how the arly Druids came to propose and e Arch-Druid to accept that such circle of wooden stakes was eeded, it is only necessary to reall that by then there would have een several observations of the ength of the year in days.

No doubt the early scientific administrators would have found it onvenient, even profitable, to mark he passing of each day with some ind of ceremony in which a pebble r a pigeon's feather was added to pile started at the previous solstice. Since the excavators have ot reported piles of pebbles at he site, I assume they used somehing destructible, although a pile f substantial wooden logs, one for ach day, would give a good blaze t the end of the year.

One way or another, it would ave quickly become plain that ost years have 365 days but that ome have 366. Similarly with the Sun—it goes once round the Ecliptic in such a time. The Moon would have been a bigger problem—it would have become clear that it travels around the Ecliptic faster han the Sun, and that intervals between successive new moons are hose between successive coincidences of the two objects on the Ecliptic, at intervals of 29 or 30 days.

So how long is the true lunar month—the length of the anomalistic month? Nowadays it is a simple lgebraic problem, but the solution equires a piece of long division. Without pencils and paper, let lone a numerical notion, some ind of calculating machine is eeded.

The Aubrey Circle fits that need plendidly. Just suppose that there a symbol representing the Sun and that it is moved along two takes every 13 days. It then makes complete revolution of the circle very 364 days. Let there also be symbol representing the Moon which is moved along by two stakes ach day or (to maximise cermonial productivity) once at sunrise and nce at sunset.

That makes one revolution of the ircle every 28 days, but does ot in that time catch up with the un, which will have moved forward t least four stakes (and possibly ix). But at least it is a step in he right direction—most synodic unar months would work out at 30 days, but now and again they would ave 31 days. ("Thirty days hath eptember . . ." and all that.)

Given that the chance of not seeng the new Moon at Salisbury Plain must have been as great then is now, the research director would ave been able to persuade the archuid that his model of the Ecliptic more reliable than actual observation.

That, in my view, is a sufficient xplanation of the Aubrey Circle. is a crude representation of the ovement of the sun and moon ong the ecliptic. With a little xperience the operators would ave been able to evolve more ccurate rules for moving the symols round the circle.

But it is unreasonable to think at they used it for any other urpose—as late as the fifth century C, the Greeks were still all at a about the calendar. If ingenious llows such as Professor Fred oyle now say that they could have ed Stonehenge to predict eclipses, at is just a proof that astronomy become a useful craft.

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the Special Child

This is a television series from Yorkshire Television designed for parents of young mentally handicapped children. The seven programmes will be shown by Independent Television on Sunday mornings starting on 23rd January. The aim of the series is to provide guidance in the care and management of mentally handicapped children.
The programmes are presented by Dr. Kenneth Day, Consultant Psychiatrist at Northgate Hospital.
These programmes are free of copyright restrictions and may be recorded by any individual or institution with video-recording facilities.

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South Africa

Schools reopen with promise of more say

from Louis Hotz

JOHANNESBURG

African schools throughout the country reopened this month after the Christmas holidays in an atmosphere of tension. The new school year began in the wake of six months of almost continuous violence and disruption in Black townships such as Soweto in Johannesburg and Langa in the Cape Peninsula.

The schools were reopened with police assurances that pupils going back would be protected from intimidation.

African parents have also been offered a greater say in the running of their schools. Under the present system the school committees, on which the parents are directly represented, include a number of members elected by them and a number nominated by the Department of Bantu Education. In future the parents will elect all the members.

School boards, which are responsible for a group of schools in each area, will have a majority of elected members whose numbers will vary according to the size of the area they control, but in all cases the number of elected members will be twice the number of officially nominated ones. About 1,000 school committees and some 350 school boards are affected by the change.

African school boards are responsible for the appointment, promotion and dismissal of teachers in schools under their jurisdiction. Salaries are paid out of subsidies received from the Department.

The New Year also sees final preparations for the introduction of a phased system of free, compulsory education for African children. The parents of children entering school for the first time or in the lowest grades are being required to give a written undertaking that they will be kept at school.

From 1978 free school textbooks are to be supplied to African pupils. At present African parents, unlike their White counterparts, are required to pay for such books.

Soweto: Unwilling to school

Holland

Industry joins in 'relevance talks'

AMSTERDAM

Dr Jos Van Kemenade, Education Minister, is holding a series of informal meetings with industry. The first meeting dealt with how to make schooling more relevant to labour market needs.

Further job training schemes for young unemployed and the strengthening of the legal position of apprentices will be raised at future meetings. At present, 15,600 young workers between the ages of 16 and 22 fall under some kind of premium or wage subsidy scheme to stimulate youth employment.

Lynn George

Jobs 1

More than 1m. young Italians out of work

from Dalbert Hallenstein

VERONA

At least one million young Italians between the ages of 14 and 29 are now estimated to be unemployed or underemployed. At the same time the nation's medium and small industries are crying out for specialized workers, which Italy's antiquated vocational and commercial schools are completely failing to provide. For the same reason many of the crafts and skills, for which Italy is famous, are beginning to die out.

Since responsibility for vocational training was decentralized in 1972 and put in the hands of Italy's regional governments, there has been much discussion about its reform, but little concrete action.

One exception is the Lombard regional government's development of a network of schools to train hotel managers/master chefs. This project, which has proved a mous success, is becoming a line for other regional gover seeking to stimulate trad national and local skills whi also offer a guarantee of e ment after graduation.

The Lombard region runs such schools for 700 studen courses last for two years a students, who live in at the s pay nothing. Their ages rang 14 to 28. The study progr include two compulsory languages, hotel and res management, dietetics, wine and accountancy.

For every student who gra the schools are receiving a two worthwhile offers of wor scheme is proving so effecti other regions are now begin apply its methods to other different crafts and skills for there is a demand.

Jobs 2

Canberra urges action to hal flow of new teachers

from William Purvis

SYDNEY

Australian teachers have started 1977 on a gloomy note with more predictions of troubled times ahead (*TES*, January 14).

In the last weeks of 1976 education authorities in most states warned teacher trainees that they could not all expect jobs when schools reopened at the end of January after the summer holidays. Teachers already in jobs were worried by threats of reductions in staff numbers.

The bad news has continued in the New Year with Senator John Carrick, the federal Minister for Education, urging immediate action by the states to do something about the apparent gl teachers. A federal Edu Department survey estimate will be a national surplus of teachers in 1977 rising (action is taken) to 48,000 in 19

Senator Carrick suggested way to help reduce the su would be to divert some train pre-schools or technical edu services. He also announced ference next month to disc problems with state edu ministers.

Meanwhile, the Aus Teachers Federation has cal the government to provide for an immediate school b programme.

Republic of Ireland

Lynch attacks Church control

from our correspondent

DUBLIN

Mr Jack Lynch, leader of the Fianna Fail Opposition and former Prime Minister, has come out strongly against Church control of education in a radio interview in which he committed his party to several important policy initiatives if they are returned to power.

The main thrust of his attack was at primary level where, he said, "there must be a modicum of inter-denominational education". He backed up his argument by emphasizing the negative effects of segregated education in Northern Ireland.

At post-primary level, where almost two thirds of all schools are controlled by the Catholic religious authorities, Mr Lynch made no secret of his belief that more public involvement was overdue.

The role of the religious authorities, he suggested—noting at the same time that their numbers were still falling—was in the religious and moral sphere, rather than in the ownership and control of a large sector of the educational system.

He went on to argue that even in the presently religious-run secondary schools, lay teachers should have a basic right to access to principalships—posts which are at the moment virtually exclusively the preserve of the religious orders.

This development, which has been strenuously advocated by the Association of Secondary Teachers, has been just as vigorously resisted by the Church leaders, who are trying to use it as a bargaining counter in their attempt to secure acceptance by the teachers of new boards of management. Teachers are rejecting the boards because of the inadequacy of the proposed teacher representation on them.

France

Girls opt for technical wo

from Mark Webster

The proportion of girls in se ary and higher education, cially technical subjects, is increase, according to a stu the Ministry of Education's Dir ment of Information and Stu

Girls now account for 5 cent of the secondary school ulation compared to 47 per cen 1950 and 49.3 per cent in 1965

The most notable increas the secondary courses o technical options where girls occupy 48.5 per cent of the compared to 40.1 per cent in 1

In the other disciplines the ency is for girls to opt for periods of studies and scor manual options like those ing for apprenticeships at per cent) and pre-profes classes which also lead to a 16.

One of the most popular for the girls who are not g to higher education is the cate of Professional Edu which is awarded without and leads to specialized work, including secretarial office work.

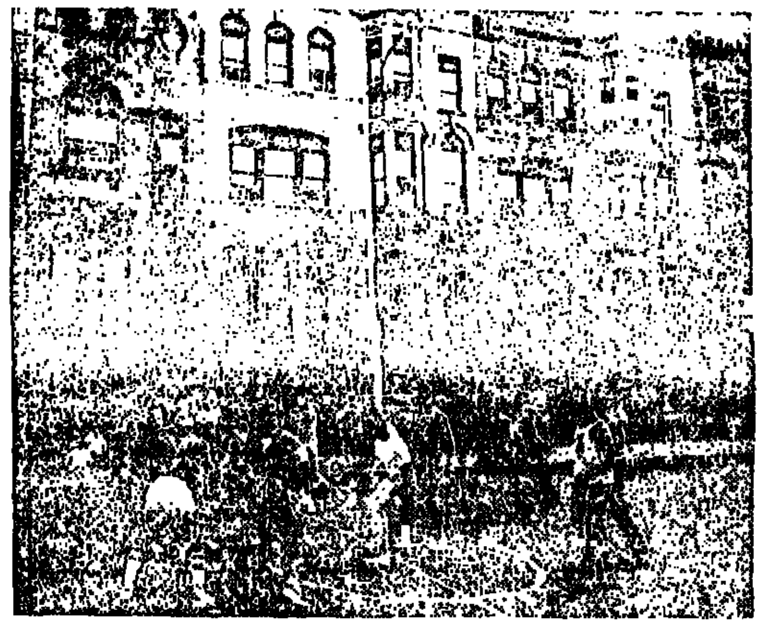
But the real leap for girls the last 25 years has been second cycle (long) courses which lead to the *laureat de technicien* at the 18 or 19. None the less, more go for literary and artistic sub than for the sciences and t *baccalaureat* they represent cent of those who passed the A *baccalaureat* (philoso against 61 per cent in 1955.

The biggest increase female population for higher cation has been in the univ institutes of technology where they have gone from 20 cent to 31 per cent in 10 years the universities themselves the centage has gone from 35 per to 48.5 per cent in 20 years.

rth America

chools funding system 'unfair'

'alifornia ruling that using
perty taxes to finance
ools is unconstitutional
have repercussions
ughout the United States.
hael Binyon, North
erica correspondent,
rts.



Low property taxes in poor areas often leave no money for school sports

WASHINGTON

landmark ruling, the California ome Court has decided that the 's school finance system is unitutional because it depends roperty taxes. This created un- variations in expenditures ng districts.

e decision is of major signifi- o. It was in California that the legal challenge to the general ern of school finance was ed five years ago, when the r of John Serrano, who was nding a Los Angeles school, a number of other parents poor districts, sued the state. case went back and forth, and 971 the State Supreme Court ved the state to try to correct weaknesses in the old system. latest judgment rejects these rts as inadequate.

a majority of four to three, Supreme Court finally decided favour of Serrano. It found that e were differences of more $2,000 per pupil in expend- between school districts, with n ghetto areas usually on the end of the scale.

ne ruling will have enormous act, affecting some $7,000m ually in public financing of cation for 4,500,000 children. islators are reportedly already ing to develop a new system so heavily dependent on local perty tax.

alifornia's ruling will speed up rts all over the country to nge the system. The government ld like things to change, but it ery conscious that education is jealous preserve of local com- ities.

roperty tax, which pays for the running of all schools in a local district, is a tax similar to rates in Britain. It is paid by house-owners as well as industry and commercial undertakings. The tax is locally raised and distributed—the bulk of it paying for schools.

This leads to enormous variations in a district's total income. First, the average income and values of individual houses differ from area to area. Second, a district that is lucky enough to have a large industry within its bounds will be far richer—and therefore residents will need to pay lower rates to ensure adequate funds for schooling. Third, districts with federal government installations will be much worse off as these installations pay no tax. To compensate for this, however, the federal government makes direct payments of "impact aid" to all districts thus impoverished.

All states have a scheme to add state money to the income of the least wealthy districts—but this still leads to great disparities. Property tax does not generally cover capital costs. These are financed by special bonds, and their issue is a matter for local residents to decide. Often voters turn down requests for additional bonds, thus denying their own districts money for school building.

The United States Supreme Court looked at the question in 1973 in the so-called Rodriguez case, where the complaint was that an oil-rich Texas district with relatively low tax rates could spend three times more on its children than a nearby district that lacked such resources.

The Supreme Court held that the constitution left the matter to the states, but specified that it was not therefore condoning the status quo. Indeed, it suggested that reform was needed in systems "which may well have relied too long and too heavily on the local property tax".

To speed up change, Congress in 1974 set aside $13,500,000 in grants for states planning new systems. So far 29 states have applied for the money, but only California has received the maximum of $1m allowable.

Although the Serrano ruling has only just been made, Governor Jerry Brown of California has already accepted a plan to skim funds from wealthy districts to help the poorer districts. School districts may still choose to offer more or fewer services to their pupils, provided that every district receives equal revenue for equal tax rates.

The *New York Times*, in an editorial, said it was easy to agree that the present system discriminated, but it was much more difficult to design a substitute that would not create serious new problems.

"The most direct remedy would be to let state governments finance all public (maintained) schools, as is done now only in Hawaii. The method is simple but troubling. Would it not further erode support for education? Would it not discourage desirable competition for excellence among districts? Would it produce statewide union contracts with still greater union influence over educational practice?"

hat's in a name . . .

eems that in American schools do as well as your name. A chologist at Tulane University New Orleans has confirmed that tical essays are marked dif- ntly by teachers according to names on the work.

Gray Garwood asked teachers eight schools in Georgia and ida to classify names as desir- or undesirable. He found James, Jonathan, Craig, Jef- Patrick, Thomas and Richard among the desirable names. esirable names included Ber- Curtis, Darrell, Donald, Gerald, Horace, Maurice, Jerome, Roderick and Samuel.

Subsequent tests of the pupils showed that those with undesirable names were often given poorer grades and expected less ambitious careers than those with desirable names.

"From the minute a child has a name, people make associations and assumptions about him on the basis of it", Dr Garwood said. "Name expectations are bound to have some influence on the way a teacher interacts with a student named Richard or Roderick."

ntario reemphasizes core curriculum

WASHINGTON

from our North America correspondent

curriculum is being tightened for all schools in Ontario. The istry of Education has set out ew compulsory core of study announced that it is to assume ter control of what is taught.

arting in September, pupils in es nine and 10 (aged about 15 16) will have to take two credits nglish, two in mathematics, two Canadian history and/or geo- hy and one in science.

lis, coupled with existing irements for two credits in ish, means that the core curum will consist of nine manda- courses, a third of the mini- number needed to get a school ng diploma.

delines for the core subjects eing rewritten to be more pre- tive. In English, for example, Mr Thomas Wells, the state ster of Education, "our objec- is to ensure that every student a good grounding in the essen- ommunications skills, which in- the traditional concepts of osition and literature."

Wells does not want simply to put the clock back. Secondary schools must be for all teenagers, not just the academic elite, he said, and there will be no return to the rigid curriculum of previous years which caused many pupils to drop out because they could not cope with work geared to university studies.

Nevertheless, his proposals are a major reappraisal of the liberal reforms introduced in the late 1960s which many have blamed for lowering standards in schools and allowing a whole generation of students to enter university ill-prepared for the level of work.

The reforms were the result of an official report in 1968 which emphasized the damage done to children by "failure" in education. It said "a child who is learning cannot fail" and spoke of pupils being allowed to "dream the impossible dream". All pupils, the report said, "must be made to feel the world is waiting for their sunrise". It was adopted as official policy for all schools that fed into the university system.

But the experience of this in Ontario schools has not been happy. Teachers were not ready for the change in philosophy, parents objected to what they saw as a failure to uphold traditional academic standards, and the results have not lessened the traditional advantages of family, income and background.

The Ministry has now issued a circular giving the new diploma requirements. This still places emphasis on courses being individually suited to a pupil's needs and aspirations. But it adds: "The organization of a secondary school programme that permits differentiated progress for individual students requires time, energy and dedication.

"If many individual differences are to be accommodated within a subject or course, there must be careful and perceptive adaptation of curriculum guidelines, a constant awareness of standards and a flexible organizational structure."

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(TES 21/1/77)

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THE TIMES Educational Supplement

LETTERS

Private schools: need for quality control

Sir,—The intention of the Department of Education reported in the *TES* (January 7) to discontinue the ("recognized as efficient") provision for independent schools is deplorable on a number of counts.

The decision shows little commitment to the supposed new found interest of this Government in standards. If there is a need to monitor students, why are independent schools to be exempt? Because they are so good as not to need monitoring? Or because the education of children in independent schools is expendable?

This Labour Government and its predecessors has shown a great commitment to consumer protection and, if they are to be believed, would do more if more money were available. So where is the logic in destroying a system of consumer protection that has been built up and proved effective over more than 40 years?

It is clear from what has already been reported that, if this measure goes through, the DES will defend itself by referring to the continuing compulsory registration of independent schools. This farcical system deserves exposing before it becomes the only system of accreditation. For a school to be registered, it merely has to have a teaching staff that is not actually banned from teaching and premises that are reasonably safe. A few registered schools have something much more to offer (e g, Summerhill) but most are registered rather than recognized because they would fail the recognition inspection if they dared to apply.

As things stand, the well informed parent knows that recognition guarantees very high standards and that registered guarantees little at all. The less well informed parent is not so well placed and frequently mistakes DES registered to be a seal of approval. But what will happen when only the registered category exists? Quite simply the worst schools on the registered list will receive a tremendous boost when they share at last the same formal status (registered) as the best independent schools.

Since there is absolutely no educational sense in this action, I can only suppose that it is a political attack at independent schools. If so, it is a particularly mean one since the principal sufferers will be those children sent by ill informed parents to schools which do not reach current recognition standards.

RICHARD D. FREEMAN,
55 Milton Road,
Cambridge.

Sir,—May I be allowed a brief comment on Patricia Rowan's very interesting article (January 1) about the "preliminary discussions (which) have taken place with the independent schools organizations about the future of private school inspections?"

The discussions in fact took place with only some of the organizations concerned (HMC, IAPS, etc)—the ones which, I understand, make DES "recognition" a condition of membership. Their members, as they themselves point out, benefit greatly from the present system of "recognition" and therefore have a vested interest in maintaining it. The only organization which represents both ("recognized" and "unrecognized" schools (about 400, equally divided) is the Independent Schools Association, which was neither represented nor consulted.

It would be extremely unfortunate, therefore, if anyone got the impression that the opinions which emerged were those of the independent sector as a whole. Anyone who thinks in terms of dividing sheep from goats should consult all the zoologists, not just half of them.

R. J. REES,
14 The Moorings,
St John's Road,
Eastbourne, Sussex.

'Stone Age' slur

Sir,—If your article "Schoolgirl Bride's 'Stone Age' Attitude" (January 7) reports Mrs Colquhoun accurately, her reaction to the views of Mrs Groves and her husband seems to have been both hysterical and unhistorical.

To deal with the second point first, we know very little about the Stone Age and should be careful, therefore, lest we inadvertently malign the dead by ascribing to them the thoughts and attitudes with which we happen to disagree.

I myself should prefer to call Mrs Groves's point of view Napoleonic, and, while one may deplore Napoleon's tendency to overstate (or perhaps oversimplify) his case, one occasionally suspects that he had a point, if not altogether the one he was trying to make. Indeed, Mrs Groves's attitude probably reflects the influence, not of the schoolroom, but of a pious, disciplined, perhaps slightly reactionary, home background, not dissimilar in fact, from that of Napoleon, and by no means obsolete in this age and in our own country.

As a schoolmaster, I must deplore, as illogical and unwarranted, Mrs Colquhoun's attack on Mrs Groves's school and on the "British education system", whatever that may be. Mr Alan Groves's indifference to academic values is perhaps regrettable, but it is not uncommon in either sex, despite the well intentioned efforts of people like myself.

We do our best, of course, to fill young heads with information which we hope may be useful in some way, but, above and beyond that, we have a concern that our pupils, be they academically inclined or not, should grow up to lead fulfilled and happy lives. And if, in the case of a non-academic pupil, this means following the dictates of her heart and her instincts, to settle down in the state of lawful marriage, then I for one will applaud.

One may occasionally regret the early marriage of a clever girl who might have gone far; but, as against this, I have seen too much of the other side—young women forced into a consciousness of their "role" living unnatural and unhappy lives. Given the physiological and psychophysiological differences peculiar to the female, this question of a girl's education and career must always be an ad hoc and *ad hominem* (or should it be *ad feminam?*) affair.

Because most academics are sensible enough to realize this, they are chary of the ready made answer which is so often demanded of them.

JOHN WILKINSON,
8 Mellor Close,
Walton-on-Thames,
Surrey.

Cost of Oxfordshire cuts

Sir,—Mr Bogdanor's disarmingly courteous letter about the cuts in Oxfordshire (January 7) is suspect in two ways.

His analysis of our national predicament is unconvincing. The reasons for our low productivity as an industrial nation have more to do with international developments and with misplaced priorities in our own social and educational planning during successive governments than Mr Bogdanor seems prepared to recognize. Too little emphasis was placed during the fifties and sixties on technical, vocational and specifically industrial training.

He unintentionally misleads in that he appears to suggest that an additional 9p or 10p rate increase would be necessary to avoid Oxfordshire's proposed educational spending cuts for 1977-78. I understand that Mr Bogdanor would be justified in claiming that ignoring Government guidelines on spending over two years could cost additional rate increases of between 9p and 10p. He is not justified in implying that a rate rise of 9p or 10p would be needed for next year—the year for which teachers and parents in Oxfordshire are asking for a 3p additional increase. Even with no central government support of the local rate levy, a penny rate in Oxfordshire yields about £717,000. So the maximum additional increase necessary, if we were determined to raise the whole of the £5m proposed public spending cut in Oxfordshire without Government support, would be just under 7p.

The 3p additional rate rise for education that we are actually calling for would bring in £2.1m. This would still leave us with a cut of just over £1m for 1977-78; but I believe we could face that without the need for teacher staffing cuts and all that they involve.

BRIAN DERBYSHIRE,
Peers School,
Littlemore, Oxford.

Circus survival on a tightrope

Sir,—Mark Webster's article on French circus schools (January 7) prompts me to draw attention to the need for similar facilities in this country.

There is certainly a regrettable lack, not only of up and coming talent, but of native British talent as a whole, in most of the varied arts and skills of circus entertainment. As a result the standard of many British circuses is poor and the few better shows depend heavily on imported acts.

The reasons for the shortage are too complex to be considered here except to say that since the war a steady drain of British talent can be observed to countries that offer better financial rewards, notably the United States. This is all part of a British circus malaise; we alone in Europe refuse to regard circus as anything more than children's entertainment, and consequently the standard we get is arguably the poorest in Europe.

The traditional system whereby skills were passed on from father to son, seem largely to have died out; to many the economic rewards seem hardly to justify the effort of arduous practice.

As with France, most West European countries see circus schools as the only way of ensuring a continuous supply of skilled performers. The state schools of the communist countries are, of course, well kno In this country, circus, unlike i counterparts the theatre and spo receives no state help whatsoeve It is a tribute to the power of circ as the most fundamental form entertainment that it has been ab to survive here at all.

As well as being a teacher, I hav very close links with one of larger circuses and I have a perso interest in the setting up of a Britis circus school. If any readers shar this interest or can offer constru tive help, I would be very pleas to hear from them.

TONY SHUKER,
Head of Humanities,
The Grove Comprehensive Sch
Newark-on-Trent.

Teacher representation at risk?

Sir,—The reactions of the lo authority associations to the Gov ment's suggestions about wor participation in council and c mittee affairs (which were repor in *The Times* on December seem to have escaped your at tion.

Mr Gervas Walker, the chair of the policy committee of Association of County Councils quoted as having said that notion of direct employee repre tation conflicted with the Bri concept of local government a democratic institution and ero the fundamental distinction betw the roles of the elected member a the appointed employee.

The Education Act of 1944 piece of modern legislation desig essentially to ensure the adminis tion of the education service local government and by de cratic means, enables local edu tion authorities to appoint repre tutives of their teaching staffs membership of education c mittees, and for 30 years now r representatives have made valu contributions to the work of education committees.

If Mr Walker is reflecting considered attitude of the Asso tion of County Councils, there is issue here of fundamental impo ance to the education service, the local authority associati should be asked to define th attitudes to teacher representati on education committees. Dur the preparatory stages of lo government reorganization in 19 the attempt was made to abolish statutory requirements for edu tion committees and their memb ship and one trusts it will not repeated during the debate developing on the general princi of worker participation in decisi making.

DERRICK WILLIAMS,
25 Redland Grove, Redland, Bris

Self-assertion

Sir—In criticizing Sue Sharpe's n Penguin book, Eileen Barker sa (December 24) that "You cann strip away the hard shell of soc labelling and find the kernel true selfhood sitting pretty insi waiting to be released from t obfuscation of social typification The only possible answer to wh is "Oh, yes, you can!"

In my book *Ordinary Ecsta Humanistic Psychology in Act* I explain exactly how this is do and what makes it possible.

JOHN ROWAN,
Association for Humanistic
Psychology.

Centre spot

Sir,—Mr Morant ("In-service congruities", December 31) lists number of requirements for in-se vice education in the near futur and considers two current forms the one-year secondment and th short, school-based course. I am su prised he makes no mention teachers' centres. It satisfies m of his criteria of teacher involv ment, it is pre-eminently a neig bourhood institution and it is ca able of the kind of developme envisaged in the James report.

Does Mr Morant feel that to men tion the teachers' centres is to sta the obvious?

B. W. COMBE,
Burbage Teachers' Centre,
Buxton, Derbyshire.

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TES 21/1

LETTERS

". . . And this is our Miss Davies who at present has laryngitis in three languages."

When the back biting had to stop

Sir,—I was most concerned at Mr Leraggis emotive and inaccurate remarks (Letters, January 7) about saving on further education to find money for free school meals for staff. At a time when schools and further education should be working closer together for the benefit of the community his comments were certainly unfortunate.

He suggests that several hundred millions could be easily saved in further education, this at a time when there is a desperate need to increase provision for the 16-19 group in order to provide educated and trained manpower for the future.

A large proportion of work done in FE colleges is "non-advanced" and in colleges like my own we have no principal lecturers or staff moving through onto the senior lecturer scale. Even in colleges where advanced work is taught, a lecturer grade, 2, on the appropriate incremental point, has to have been doing over 50 per cent of this work for two years and have a similar timetable for the third year in order to qualify. Twelve month rotations are therefore impossible.

Minimum staff-student ratios, for example twelve for A level/ONC/OND work are ridgidly applied and if not the class is closed. In fact many of our classes are oversized as there are no regulations for maximum sizes. Our contracts of employment can expect us to work up to two evenings a week so we are already on night shift.

Let the back biting between schools and colleges stop. With closer cooperation and mutual respect we shall be able to provide a broader and better service.

ALAN COUPE,
324 Somercotes,
Basildon, Essex.

Objections to half-full paint pots

Sir,—I think it is time with the current cutbacks in education due to the economic climate that educational suppliers should be made to give value for money.

From my own experience I have been supplied with tins of paint that have been only half full. Plastic containers so badly designed that only half the amount of paint can be squeezed from them. Maths text books that have numerous misprints; teachers' answer books that have even more misprints.

These educational suppliers have huge contracts that are repeated annually without investigation into standard.

ELIZABETH WISEMAN,
20 Mildmay Grove,
London N1.

I know which the first werdge was

Sir,—Stanley Alderson's article on *werdges* (December 24) was stimulightful, but was Lewis Carrolls "slithy" the earliest? Michael Faraday must qualify for the earlidge with his "electrolysis" (electrical, analysis).

I believe Mr Alderson will find it to be satisferior and if, as I believe, it contains his werdge criteria, even saldersferia. Another early werdge is radio (radiate, audio) and there must be many other scientific werdges.

A recent werdge which pleased me (it was actually a tyrror in a paper on in-service education) was inducation. (The tyrror was the "a"). That one should please scholatics.

Yoruly,
JOHN TEMPLE,
North Oxfordshire Technical College,
Broughton Road, Banbury.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Exams and all that

Dispelling the myths

Sir,—In view of Mr R. Edwards' speculations in his letter (December 24) on the reasons for the introduction of the new O-level gradings, it may be helpful to remind readers that the old numeric grades were entirely unofficial and that, prior to 1975, O-level was officially an examination with only two grades, pass and fail.

The pass level was, moreover, set at the relatively high "credit" standard of the old School Certificate examination. Consequently a candidate who fell short of this standard, even by a narrow margin, had nothing at all to show for his efforts, however persevering and hardworking he might have been.

Only the first three grades (A, B, and C) of the new system are equivalent to the former O-level pass, but the new grades D and E do not, as Mr Edwards seems to think, take the GCE boards into new territory, since these grades occupy the area covered before 1951 by the old School Certificate pass category, and include a rather narrower range of candidates than those formerly covered by the unofficial O-level grades 7 and 8.

As regards Mr Edwards' suggestion that the introduction of official grades was a unilateral action by the GCE boards it should be made clear that the decision to introduce the new system was taken by the Secretary of State for Education and Science on the recommendation of the Schools Council.

RICHARD CHRISTOPHER,
Secretary,
Joint Matriculation Board,
Manchester.

Sir,—There are quite enough myths about examining without Mr Edwards inventing a new one in his letter (December 24). The GCE boards have been pressing since 1951 for the O level grades to be printed on the certificates; the DES refused. The present compromise of three "pass" grades only but those grades being printed on the certificates may be unsatisfactory but it was in one respect at least a step in the right direction.

H. E. BELL,
Senior Assistant Registrar,
Reading University.

We are fair to German O level

Sir,—Mr Edgerley in his letter (December 24) appears to misunderstand the basis on which awards are made in the GCE examination when he suggests that there is unfair discrimination against candidates who offer O level German as compared with French.

Although certain norms have been laid down as guidelines for the award of grades in large normal entry subjects, the main concern is with the standard of attainment. As far as possible, therefore, the standard of attainment required in order to gain a given grade in German is similar to that required in French. Although it may be true that, in general, candidates offering German are of higher ability than those offering French it is also true that they have in general studied German for a shorter period. In these circumstances the standards of attainment reached in the two languages might well be similar.

The levels of award in all Joint Matriculation Board subjects are monitored regularly by comparing the results of the candidates in each subject with the results which the same candidates gain in all the other subjects which they are offering. These analyses show that the modern languages form a relatively homogeneous group and we have no reason to believe that a higher standard of performance is required to gain a given grade in German than in French.

COLIN VICKERMAN,
Secretary for examinations,
Joint Matriculation Board,
Manchester.

Throw out CEE and you throw out our ideals

Sir,—Regarding the correspondence in your columns on the future of the CEE, the new generation of sixth formers want and are told they need public examination certificates. If CEE schemes are thrown out then these students cannot get qualified since they lack the basis of O level seen as necessary for subsequent A/O and A level courses. Hence these students through no fault of their own are excluded by their earlier educational experiences.

But more than this is at stake. The ideals that stimulated the establishment of comprehensive schools, the endeavours to create new modes of examining that would give credit for independent work and responsibility, expectation that our secondary schools ought to serve more than the academic elite—all seem threatened if CEE is abandoned.

Surely a more simple and just solution would be to move O and A level work to the periphery of sixth form activities. Then those employers looking for technical competence and institutions of tertiary educations—universities, polytechnics, colleges of education—looking for academic rigour can be left to devise and conduct their own examinations as once was the case. Such a scheme would leave the secondary school free to concentrate on its principal obligation to provide the kind of experiences for all students that will give positive feelings towards education during and after school life. Strictly vocational and specialist academic courses could then be given only the amount of time and resources they merit.

FRANCES LAWRENCE,
Schools Information Unit,
Centre for Contemporary European Studies,
Sussex University.

Are these results completely irrelevant?

Sir,—In Coventry, according to Bob Doe (December 31), the debate on standards has focused on the expectations of employers who want basic English and mathematical skills to be tested locally, together with the development of an acceptable set of personal qualities as an aim in schools.

The preparation of the Coventry report implies that present standards are unsatisfactory. By contrast the defenders of standards highlight a significant increase in performance at O level and CSE. Presumably then present examination work is of little relevance to employers.

Our experience in north Manchester confirms this. The larger firms run their own tests and many small businesses pin their faith on personal contacts with the school, which runs an elaborate work experience scheme and is keen to provide constructive and helpful information about the personal qualities of leavers. Jobs are offered well before examination results are published and often before the examinations are taken. Rarely are they conditional upon results.

Have employers learnt over the years that examination results are teachers' results and may not fairly reflect the ability of qualities of the candidates? More important, have pupils come to the same conclusion and find much of the effort put into examination teaching is irrelevant? The resulting divergence between teacher and pupil objectives must account for some of our difficulties in schools.

B. J. ARNOLD,
Head,
Plant Hill High School,
Manchester.

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Advisers answer back: what we really do

Sir,—There are so many attacks on advisers and inspectors in the *TES* (December 31) that it is hard to know where to start. The merely snide can be ignored, and teachers are legitimately free to criticize, but I would ask the hospitality of your columns for a comment on Mr Ian Lewis's article.

Mr Lewis starts with an error: inspection has not been given up. On the contrary. He then compounds error with error in a way which abundantly confirms how little he knows of his facts. It is perhaps understandable that a lecturer in education should feel threatened enough to propose another candidate for cutting, but he exposes himself by his own want of scholarship.

There are 1,450 or so advisers/inspectors in l.e.a. service with schools. The rest of the 2,600-odd covered by Soulbury are psychologists, catering organizing staff, community education and senior careers staff, some of whom are required by statute. There is thus one adviser/inspector for every 26 or 27 schools, or every 420 to 430 teachers. Mr Lewis will find very few, if any, senior advisers with less than 10 years' classroom experience, and most advisers are teachers aged over 40 on appointment. As for the overheads, any one secondary school usually has more telephones, more office space, and more secretarial staff than the whole inspectorate of the l.e.a. which runs the school. Provision of these things in some university schools of education is considerably more lavish.

Mr Lewis asks what advice advisers give. He does not seem to have asked them. If he had, he would know (to deal only with his chosen topics) that they are warning in every authority of the disproportionate damage done by cutting teachers' centres, and are fighting to preserve what limited provision remains for in-service training. He would know that in most l.e.a.s advisers/inspectors are systematically developing those links with initial training establishments Mr Lewis describes—but which most of his colleagues in them have been too slow to initiate. Mr Lewis's article is nicely calculated to poison the relationships involved.

But these tasks are only a fraction of advisory work. Inspection is widespread and is increasing rapidly, for all that it is little publicized. Inspection exposes weaknesses, and the inspectors then face, as advisers, the task of follow-up—again, unpublicized. The idea that inspection is an easy skill easily acquired is a layman's illusion. Nobody doubts that some inspectors, like some teacher training lecturers, would gain from returning to school teaching, but to characterize the inspector's daily familiarity with classrooms as a day-tripper's paradise is either unprofessional or a sick joke.

There is nothing Mr Lewis can tell advisers about teaching as a stress occupation: they see its casualties too often. Teachers under stress turn to their heads, but head teachers also face stress, and need the developed relationship with an adviser that Mr Lewis has never dreamed of. When whole schools come under stress, as they do, the response and support will reflect the advisory manpower available. But the underprovided authorities and their schools will not be helped by smearing or destroying the service of the others.

Nobody is suggesting that advisory/inspection services should be exempt from our present disasters. But Mr Lewis overlooks that senior administrators in education and all advisers and inspectors are members of the teaching profession, and share its collective grief and anger at what now has to happen. They will share its cuts, too, but they will also collect in peculiarly concentrated form the loss of morale among teachers and the sense of embittered fear which echoes through Mr Lewis's frantic search for a scapegoat. But advisers and inspectors will not suppose that mutual recrimination in public will do their profession any good whatever.

Mr Lewis writes as if every authority were like the one or two he claims to know. But authorities vary, and advisory teams vary, as they should. Teachers and their views vary, too: they are by no means as unanimous about advisers as your news coverage or Mr Lewis's partial picture suggest. Advisory work is ordinarily a rather private and low profile business, much of it confidential. It is bound to be misunderstood, but that does not justify Mr Lewis's destructive and mean spirited denigration of what he manifestly knows little about.

JOHN PARCE,
National Association of Inspectors and Education Advisers.

More myths than hits

Sir,—I read with curiosity the recent jottings by Mr Lewis, of York University. I have always liked good stories, and I was fascinated by his myths. It did, however, worry me that the dust cover was marked non-fiction, and that the casual browser might be misled. I had been brought up to believe that university scholars were cautious in deduction and generalization. Is my faith to be so cruelly shattered? Are there no bastions of traditional values left?

Some important issues were raised, but contracts, philosophies, finances and powers were stitched together, and the seams showed badly. Theorizing about the theory of practice has always been a hazardous business. Nor should shadowy allusions to Tyndale or Tameside be allowed to undermine a commitment to the liberal tradition of English education or the legitimate voice of the thoughtful professional in the educational debate.

It is of course proper, indeed essential, to look at roles and priorities. I hesitate to generalize. As far as my own colleagues are concerned, however, we aim to support the endeavours of schools and colleges in their development in any way we can; to be working in them—listening, seeing, questioning, discussing and teaching; and to be the spearhead of the in-service opportunities in our l.e.a.

We offer advice, drawn from many sources, to our members and fellow professionals on appointments, buildings and equipment among other things; inspect situations where problems arise; and represent our l.e.a. on a variety of professional matters inside the district, with other departments, and with other authorities. The professional side of the management of a number of services is the responsibility of the advisory service too.

Time alas is always too fleeting and a poor ally in carrying out these multifarious duties. The necessity to travel in our work is, I am afraid, part of our human condition; the motor car seems a better and more economical solution than walking.

The issue of redundancy loomed large in the writer's mind. Does he envisage that substantial university department work could be siphoned off to college or polytechnic? Or is he aware that the same rates and taxes which pay for the notional 20 per cent of lecturers' time the DES is at present prepared to allow for in-service activities also have to pay for teachers' salaries, school capitation and the like?

As I read towards the end, however, I realize we were not meant to take many of the observations too seriously, and that Mr Lewis, by his wish for closer contact with schools, might have some aspiration to advisory work. I would be only too happy to meet him and explain some of the facts of advisory life.

DAVID BILTCLIFFE,
Chief Adviser,
Wakefield Metropolitan District.

Ian Lewis's recent article, 'Redundant Advisers', produced this angry storm of reaction, including a reply in verse from J. C. Gordon of Ripon

The splenetic squawk from Lewis of York
Has sent us advisers all reeling.
We're grateful to you for printing a view
That does not accuse us of stealing.

'Day-tripper' I am when I visit the man
That Lewis trained ready for teaching
For probationers too are jobs that we do
With interviews, shortlists, fair dealing.

When I'm out on supply and Lewis comes by
I'll remember to thank him for heeding
A Paradise lost because of the cost;
'Twas ruined by what he's revealing.

In class and in touch

Sir,—The criticism of advisers and local inspectors must not go unanswered. First the two main fables about advisers who advocate untried methods in schools, and of advisers being failed teachers. Any l.e.a. which countenanced such activities or appointed such people would certainly deserve censure. Teachers tell me they appreciate being put in touch with excellent but modest practitioners in their locality, whom, but for the adviser, they would never know. The second criticism merely smacks of sour grapes.

One of the greatest strengths of a good advisory service is that it enables senior members of the profession to continue working in the classroom alongside teachers. In my experience many advisers are able to teach a good deal more often than some heads of larger schools. This means one keeps very much in touch. While the adviser should never stop learning, he is also able to share his or her continuing skills with children and teachers.

Ian Lewis's interesting article does point to some important problems, particularly the question of loyalties. Nevertheless, heads and classroom teachers are also caught in the same dilemmas; sometimes between children and their parents; sometimes between themselves and other members of the staff.

It is quite unfair to suggest that firm guidance on standards of educational performance is not given by advisers and inspectors, merely on the basis of the Auld Report. This is clearly generalizing from an exception rather than the rule. The objectivity of a professional colleague not on the staff of a school, provides a wise head with the opportunity to discuss and plan change and to check standards long before a Tyndale situation develops. Indeed this is how thousands of other schools run extremely satisfactorily.

Incidentally, the suggestion that advisers should "return to teaching" (a curious phrase to those of us who have never left it) after three years, is a shallow notion. With the large number of personal relationships to be built up, I would consider that an adviser is just beginning to be most effective after two to three years; and it really would be a waste of resources to lose his services so soon.

CHRISTOPHER JARMAN,
22 Westland Way,
Woodstock,
Oxford.

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Jack Clarke, Head of In Service Education,
Highlands College, St. Saviour, Jersey.
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Picking up the pieces of college training

Sir,—The heavy breathing by Ian Lewis deserves comment. Regrettably, I am not in possession of his pedigree as far as teaching education are concerned; he may well be sniping from behind a well substantiated structure of educational practice—i.e., practical, long-term classroom experience as teacher as well as pupil—I do hope so.

I would not like to make too many generalized statements of the kind inherent in Mr Lewis's notes. However, my experience of lecturers in education has been that a number of them work from a largely theoretical base, which, arguably, is hardly the kind of foundation a young (or mature) person entering the profession requires. It may also be fair to remark that a great many of the sessional and in-service courses initiated and staffed by HMIs and advisers contain elements devised to remedy and underpin some of the inappropriate areas of pre-teaching training. Such courses are often planned to augment the remedial work undertaken by heads and seasoned colleagues, during the induction of colleagues new to the classroom.

On the salary side (and this has been the trigger for the majority of "Down with advisers" articles) I, in common with many colleagues now in advisory (and inspectorial) work, reached very near the ceiling of my (then) top Burnham classroom scale, after a decade or so at the chalk face, before taking a salary cut to move into what looked like, and proved to be, a fascinating area of education.

Of course some money could be saved by phasing out advisers, or moving them back into the class-room. The evenings and w would be useful to many and certainly a salary cut hundred pounds might ea fifth of a teacher.

On the other hand, the Go ment, instead of stirring up smokescreen of "The National Education Debate", usefully employ the majority of-work teachers by taking a leap forward to drastically the teacher-pupil ratio by a or a half; accompanied by a tion in pupil-teacher contact so that the average teacher think and breathe in working tions similar to the best in the vate sector, or, shall we say, average college or university.

JOHN R. WARD,
Adviser,
Barnsley Metropolitan Council.

Perhaps it's our jobs he's after

Sir,—I served as an Somerset and in Be before working as an strator in the education ment of the West for the final 22 years of ence. There were in the many schools and colleg were doing work of outstand tinction, and the morale teaching profession was, I very high indeed.

However able and dedica heads and teachers cons very great number of th generous tribute to the encouragement and suppo received from the advisers. From my own experience say that the subtle m evolved by skilled advisers learnt overnight. Knowl people and places, also, h slowly acquired. The Secr State will, I am sure, recog fallacy of the "short sight mendation.

Mr Lewis's contribution h revealed a complete fai understand the nature of th undertaken by equ advisers; for example, he s existence of a substantial advisers (around 2,000 of th spread over the country) su lack of trust in teachers' a cope with problems". But has a dubious grasp of local ment administration (eg, "a ner make up the new metro districts which seem to be manage with relatively advisers than do the l.e.a.s" haps someone should exp Mr Lewis that metropolitan are l.e.a.s as well.

Alas, the final phase Lewis's collection of larg supported assumptions tures may reveal the mot behind his contribution: " ments in initial training tion year programmes extended. This would allow lecturers and teachers together over continu facing up to and resolv classroom problems. have the double advantag initial training staff a tive future and of making training provide more usefu ence. The money currently ing the advisory service used to employ some of the qualified unemployed teach would enable some 6,00 teachers to be appointed.

I wish I could underst arithmetic here. Is the Se of State to encourage l.e.a.s 2,000 advisers in order to 6,000 beginners? And initial training staff, so stretched that they can read on all that ought to be the organization and execu induction and in-service Without reinforcement?

Or is Mr Lewis doing Parkinson on us and is that the colleges and depa on assuming the duties charged by advisers not only themselves against possible dancies but also offer redu to the displaced advisers so what would happen savings which were to be for the 6,000 new teachers

J. M. HOGAN,
1, Hollin Lane, Leeds.

Whatever happened to positive discrimination?

A. H. Halsey examines the fate of one of the key Plowden recommendations

We were not to know in remote 1966 that the cost of Plowden would, within a decade, look no more serious than an Arab Shaikh's laundry bill. Someone more prescient than I or HM Government might have seen that the failure of George Brown's plan for national economic growth was more than a temporary thwarting.

We live today under sentence of death by a thousand cuts (that is, of all things except the body of bureaucracy). In education the position is one of extreme relative deprivation, not only because of the financial background of a sudden halt to previously mounting largesse, but also, and more seriously, because of the collapse of belief in education either as the best investment for national production, or the great redistributor of chances to the traditionally disadvantaged.

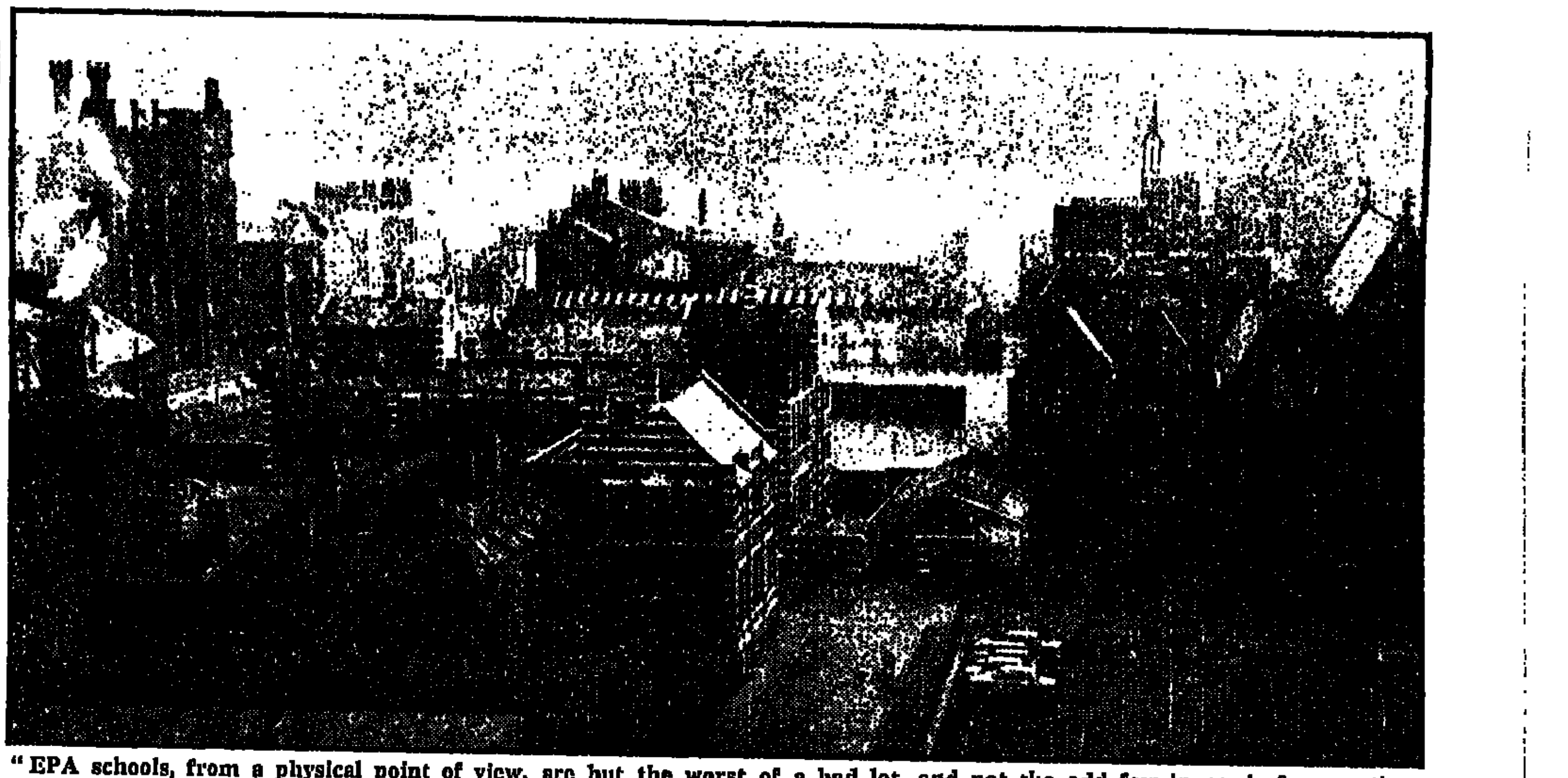
In those days it was very different. Politicians and planners were still under the spell of belief in education as a prerequisite to growth, and growth as the road to distributional justice. Gaitskell's intention at the 1959 election to strengthen the social services primarily out of an accumulating gross national product was still the basic orthodoxy. In that sense the 1930s had been forgotten, and nowhere more than in education, with its established record since Eccles of a rising proportionate share of the public purse, was there such a mindless optimism that all Good Things would come in the not too distant fullness of time.

The then Secretary of State for Education, Anthony Crosland, remarked in irritation that it was all too easy to argue that any one of 1,001 Good Things would only claim 0.1 per cent of gross national product. But serious redistributional intention—that is, the redistribution which hurts because effected from static total resources—had somehow slipped out of the practical political intentions of the Labour Party.

This point is of fundamental importance now that people of all political persuasions have to face the prospect of indefinite stagnation in the output of so-called developed countries. In the mid-1960s positive discrimination came from the Plowden Report as a new phrase for an old principle. Looking back, I see it as the uncriticized social principle of the report. The critics, like Peters and Bernstein, addressed themselves more to the pedagogical assumptions of progressivism, of little interest to a ministry which had never trespassed on what is now called "the secret garden" of education, other than through the peripatetic licence held by the Inspectorate.

The social principle was uncriticized because it was tacitly held to be no more than a convenient criterion for the allocation of marginal extras, which at some time would be likely to become available from a burgeoning education vote. And these assumptions were undisturbed by the fact that Plowden in general and EPA in particular were almost entirely rejected, or at least postponed, because of the latest sterling crisis (I forget now which one it was, but certainly we were firmly told that the time was not Treasury-ripe when Plowden landed on the DES desks).

By the end of the EPA projects and our report to the DES at the beginning of 1971, Mrs Thatcher had become Secretary of State. There was, none the less, considerable sympathy among DES officials and the new politicians for some elements of our now developed ideas of EPA. Our accent on pre-schooling, and on those aspects of community schooling which we linked to it in our advocacy of parent-teacher partnership, was in harmony with the widespread pressure for nursery schooling, and Mrs Thatcher's resolve to leave a new fourth tier of education as the monument to that stage of her political career.


"EPA schools, from a physical point of view, are but the worst of a bad lot, and not the odd few in need of renovation to complete a glowing picture"—Eric Midwinter on the Liverpool EPA project.
Photograph by Mike St. Maur Sheil

The 1972 White Paper *Framework for Expansion* (though neither a framework nor expansive) incorporated bits from our EPA recommendations. But the package had been selectively picked over. Our elaborated idea of community schooling was, for example, too far-reaching in its implications for the traditional conception of function held by the DES. The Permanent Secretary could only shrug his shoulders and say that "good ideas travel on their own legs".

He was right in one way: Eric Midwinter, George and Teresa Smith and many other EPA enthusiasts carried the ideas through a thousand lectures and conferences in schools and colleges, making, I believe, a permanent mark on thought and opinion about the relation between education and upbringing, and especially about the nature of the partnership between parents and teachers. Yet the DES could have been brave enough to finance a national organization for the dissemination of the EPA experience it had commissioned. It failed to do so until long after the job had been done by private labour.

We learnt about the practicalities of social change from these experiences, but my own political education was accelerated most in conversations with the powers the following year. I was quickly taught by Mrs Thatcher that the language of positive discrimination can readily translate into that of selective services. The latter is, after all, only a niggardly version of the former.

In *Framework for Expansion* there was vague reference to special help for EPA districts, alongside the opposite principle of "first come, first served" in the programme for expanding pre-schooling. So the Tories in principle and Labour in practice accept positive discrimination, only to defeat it by taking away its generosity. Positive discrimination was, in any case, a shrouded issue behind the form of its presentation as a policy for discriminant treatment of different districts. In this sense Crosland did adopt a critical stance.

Is there, he asked, an authentic geographical theory of poverty? If there is, three cheers, because administration is so much easier for territories than for social categories. The Plowden Committee had, through its EPA proposals, linked positive discrimination to a geographical theory of poverty which rested on no better foundations than Lyndon Johnson's war on poverty in the United States. Both were a hotchpotch of appealing but unrigorous assertions that poverty and disadvantage were concentrated in city slums, ethnic ghettos and Appalachian (Yorkshire?) hamlets. Children were suffering (note the slide over to an individual appeal): they were being robbed of the opportunity to enter into full citizenship and something should be done immediately.

With the Victorian notion added that education was the instrument for full realization as a citizen of affluent democracy (and incidentally also the guarantee of continual national economic growth), it was politically natural that goodwill and Michael Young's persuasive prose overcame doubts about the intellectual soundness of a theory which pointed clearly to practical action. If the action itself was miniscule this was more because of immediate economic stringency, because of the other claims for educational expansion (especially the Robbins programme for higher education), and the Kathleen Ollerenshaw principle that only 2 per cent of next year's budget is actually available for redistribution, than because of any hesitation over the geographical theory of poverty itself.

Those like me who argued for a demonstration of what Plowden reform would look like through an action-research project were caught in a dilemma. Our theory was uncertain but, if the impetus of the report was not to be lost while the Chancellor was sorting out the foreign exchanges, then an earnest of good intention as well as an opportunity to learn by doing seemed to be a worthwhile immediate gain. Accordingly, we put our emphasis on experimental innovation rather than on critical analysis of the geographical theory.

But this did not mean that I or my colleagues committed ourselves to the fashionable theoretical assumptions of the day. In reviewing the trans-Atlantic passage of poverty theory, I wrote: "It is an open question as to how far British city slums resemble either those of Boston in the 1930s or Washington DC in the 1960s, though the signs that coloured immigrants are developing into a 'thwarted social stratum' are clear enough." Nor were we still bearers of the innocence of the 1950s, and the belief in education as the cure-all of inequality and social misfortune.

The anti-educationist version of social reform is now heavily identified with Christopher Jencks, since he published *Inequality* in 1972. But by 1969, in the first year of the EPA project, when we repeatedly discussed the basis of our work, I wrote: "'The poverties' to which urban industrial populations are prone must be understood to have their origin in both the situational and the cultural characteristics of those minorities which suffer disadvantage and discrimination, and to have their cures in both economic and cultural reform, not only at the local or community level but also in the total structure of society." Neither the optimism of war on poverty nor the pessimism of Jencks was unanticipated or uncritically accepted by British sociologists.

Nevertheless, there was an intellectual confusion which still dogs us. For example, in an otherwise excellent little book, *The Disadvantages of Inequality*, which appeared last November, Richard Berthoud asserts that "it has since been found that the concentration of 'deprived' children in 'deprived' areas is not sufficient to justify an area-based approach—most deprived children live outside such areas, and most children in such areas are not deprived." The confusion is between two kinds of policy—the one aimed at individual and the other at social (in this case territorial) aggregates. The mistake is to conflate them; the remedy is to separate them, and then to pursue them as complementary elements of a wider strategy.

The social approach is vulnerable to the ecological fallacy, and the individual approach to the fallacy of composition. Lady Plowden and her colleagues described, with a good deal of evidence, the coincidence in particular districts of disadvantages in the social and economic environment and in the circumstances of schools. These bad conditions, internal

Continued on next page

Continued from previous page

and external to the school, are not randomly related but correlated, so that it was possible, using a combined index of social and educational disadvantage, to draw a map of deprivation. This showed the black spots of particular school catchment areas and districts, characteristically concentrated in the inner rings of the conurbations.

The average degree of educational and social deprivation in such districts is undoubtedly high by national norms. In some EPA districts levels of reading attainment are a whole standard deviation lower than the national norm. Thus, these geographically demarcated deprivations have a reality. Nevertheless, it is a fallacy to translate from average conditions to a prediction about individual circumstances and individual performance. It cannot be assumed that any particular child who grows up in an EPA area is doomed to low educational attainment.

Moreover, however the map is drawn, the number of children who are deprived or disadvantaged is greater outside EPA districts than inside them. This apparent paradox is a consequence of failing to distinguish between group averages and individual children. This is the ecological fallacy (illustrated in the context of the EPA project by Jack Barnes in volume 3 of our series).

Nevertheless, it is just as easy to fall victim to the fallacy of composition by taking an individual approach. An important case in point is that of geographically concentrated racial and ethnic groups. The low performing black child is a fact. But the depression of a black community is not simply the sum of individual low performances. Theirs is a separate world within which individuals still vary, but around lower averages—a world socially determined by a complex set of discriminatory attitudes and policies which reinforce one another in limiting opportunities, effort and ambition.

As my colleague George Smith has argued, it is typical of EPA districts that the whole range of scores is depressed, and not one particular category. Thus, the weakness of an individual at-risk approach to deprivation is underlined. He insists it is necessary to analyze general social changes that create and sustain EPAs, and to pursue area-based policies in the light of such analysis.

A local education system has to be seen as only one of the educational resources of the area. Its development has to be planned in relation to other educative and anti-educative forces, including the characteristically low level of private and public investment, and the absence of social capital in transition areas with rapidly changing populations, poor housing and poor knowledge of the political and administrative skills required in securing a fair share of resources for the district.

There are, then, many different units and facets of poverty. Positively discriminatory policies must distinguish between regions, districts, schools and individuals. But there is no necessary opposition between work at the different levels.

Programmes which focus on the national organization of preschooling, or on realizing the principle of the community school, or on psychological tests to predict the likelihood of failure in individuals, can all be fitted together coherently in educational approaches to the mitigation of disadvantage.

Positive discrimination is about resources. The principle stands, and is most urgently in need of application now that our total resources are both limited and forced to be idle.

A. H. Halsey is director of the Department of Social and Administrative Studies, Oxford University. He was national director of the action research project on Educational Priority Areas.

Photograph by Simon Heaven

"There's everything wrong with this place to bring up kids"—a Deptford teacher, quoted in Educatioal Priority volume 3.

Principles in practic

Hilary Finch

looks at the part played by the ideas of Friedrich Froebel in the work of the Froebel Institute

The word "kindergarten", coined Friedrich Froebel the philosopher in the 1820s, and his analogy of the child a plant to be nurtured, have so perme our primary schools that learner-cen education has become for many a tires cliché, an overworked yet underachiev concept.

The Froebel Institute at Roehampton London, a Georgian house in 30 acres lake and woodland, was founded in last century to promote the educatio ideas of Froebel. It was one of the fi colleges to offer a three-year certifica and in 1960, when London Univer decided to extend its education cours three years, the Froebel Insti approached the London Institute a asked to be taken on board. Now it a constituent part of the Roehampton stitute of Higher Education (formed 1975 with Digby Stuart, Southlands a Whitelands colleges), offering the thr year certificate, the BEd, the postgradu Cert Ed, and a number of advanced d lomas and Masters' courses in educati

In *Education of Man*, published in 18 Froebel set out his manifesto for t education of young children. But if y spend a day at the Froebel Institute will be hard put to find out the deta The only lectures on the man are pa an optional course; the students [illegible] are reluctant, even uneasy, to [illegible] themselves to extolling the virtue their founder. Yet at the end of the certain concepts will have found th way into your system as if by osmosis.

It is by this very process that studen at the college, and children at Ibst Place School (the demonstration sch attached to the college) do their learni At the college there is a notable abse of lectures. Information, be it on Piag (seen at the college as an all-importa catalyst of Froebel's ideas), the sociolo of education, a specialist subject, imparting the basic skills of reading a writing, is gathered in seminars a tutorials. Staff and students question e other, affirming or rejecting ideas measuring them against observation experience with children, who are visi in their schools and who, in turn, visit college. Teaching practice until rece (a new course structure is beginning

change things slightly) took up three weeks in the first year, five in the second and nine in the third—this last being one of the longest in a college of education).

Froebel himself insisted on having a school attached to each college: Ibstock Place School is just across the road from Grove House, and teaching practice is also done in every kind of school in every kind of area. One or two students complained that they were given an insufficient foundation for classroom practice, but admitted that this forced them to work out a system from their own experience.

Each student follows a programme of educational studies for professional training, and one in their specialist subject which may have no immediate bearing on professional skills. Each member of staff teaches in a field of educational studies as well as their own specialism. Students have a personal (main subject) and educational tutor, and keep these two tutors for all their time in college.

Until recently there was no formal assessment until the end of the third year. (Educational studies students have a four-part "examination" consisting of essay, folder of course work, written paper and a common paper shared with other colleges in the RIHE.) The college is having some difficulty in fitting its delayed evaluation principles to the new university structure, by which students select units of study appropriate to their needs. "The modular approach", says Michael Morgan, principal of the institute, "makes the creation of a unified, coherent and integrated programme of study more difficult, though not impossible."

One example of the way in which theory and practice are integrated is the Childhood Project, running as a first-term course in the three-year certificate and as part of the degree courses. An exhibition of photographs of children in various environments is linked with a series of questions on the child and the family, the child in society, the child in school, while seminars, films and assignments are interspersed with visits. Discussions are held afterwards, and students are encouraged to prepare papers on aspects which have interested them.

In the research centre in the grounds a member of staff has been seconded for five years to a project on the cognitive development of preschool children between two and five years old. Not only do college students take part in the research (one or two have submitted Masters dissertations based on their work), but the project has also had a discernible effect. The two-year-old children from 20 families in Wandsworth who came every morning for two years were found to react, learn and act more effectively than their older siblings by the end of the project. For example, in the popular "draw a man" tests, the control group produced nearly meaningless blobs, while the experimental groups drew clearly recognizable human shapes. Language comprehension also improved substantially.

Ibstock Place School (fee-paying, privileged, and a showpiece for the Froebel Institute) houses its three to eight-year-olds in the Barbara Priestman House. Parents walking in apparently have been horrified at the appearance of chaos. Everything is open plan—children making sand pies, others banging xylophones, still more playing with water—but gradually the method shapes itself out of the madness.

Patricia Rey, headmistress of Barbara Priestman House, emphasized the consistency which she had experienced between the ideas of the college (where she was a student) and the way in which the school was run, particularly in the activity-based learning—whether it be learning about money and weight, by buying and selling in the school's cake-shop, or in the way in which at college course notes and observations are considered more important than a perfectly written essay handed in on time.

Cliff Green, headmaster of Ibstock Place, likes to think of his school as a place of discovery, sparked off by a wide range of stimuli provided by teachers trained to know how to direct learning into a particular curriculum area, to select, and then to consolidate at the right moment (the students' grounding in Piaget is all-important).

A class of 16 11 to 12-year-olds, some from Barbara Priestman House, some from other schools, thought their teachers had basically the right ideas. "They don't yell if you misbehave", "It's nice to have no prefects and monitors", "You aren't made to feel silly if you can't understand". But there were other views: "Well, we could be pushed a little more, I suppose", "Yes—I wish there was more competition — wish we could have houses . . .".

There are also no gold stars for a good piece of work in the state school I visited on a council estate in north-west London. The Froebel students on teaching practice there have a Froebel trained headmistress—and, sure enough, the same attitudes had seeped through.

Now that child-centred, discovery-based learning methods have become almost taken for granted, the students see Froebel's ideas changing and being modified. As society becomes more child-centred, there is more need to concentrate on social as well as academic development.

They're told to watch particularly the ways in which children work with and react to each other, as well as the knowledge they're acquiring. Each child's activity is recorded in the teacher's mind (and file), and closely followed. Although, for instance, multiplication is usually learned with Unifix blocks, one of them will use tables as well—simply because the children love the rhythm of chanting them.

As for the orientation of course work, I was struck by the relentless shift from theory to practice, the frequency of school visits, the return to the discussion group, as well as the longer periods of teaching practice. On the whole, the students seemed well equipped to articulate the principles underlying the programme which trained them, and which is to underpin their own teaching, and to be convinced of their relevance—even if it took some time to see how they all worked out.

Joachim Liebschner, a lecturer at the institute, was attracted to it simply because it "started with the child, not the subject" (he had previously been at a Church of England college). Jean Johnson, head of the department of educational studies, came from an ordinary college training and admits she got hooked by the fact that, despite their widely differing interests, the same basic principles were practised by all members of the college. "The place has an enormous integrity", is Michael Morgan's impression after three years as principal; he likes to think of Grove House as a place where "principles permeate procedures, not prescribe them".

Forgotten Messiah?

Peter Lund

on the influence of the ideas of Ivan Illich on the English school system

Much has happened as a result of Ivan Illich's dramatic entry into the educational scene of Northern and Western industrial societies in 1971. Although his original message was concerned primarily with education in Third World countries, those disappointed at the limited effects of reformers in both the United States and Britain were quick to acknowledge the contrasting views of this new Messiah.

But, as Ian Lister suggests in a new essay on Illich*, "the biggest danger to deschooling has always been that it would not get beyond its early prophets, particularly the beguiling Ivan Illich, with a firecracker in every line he wrote and said".

While many have exposed the flaws in his arguments, there is little doubt that his ideas have been responsible for much of the educational debate of the last six years. Who is winning the debate?

The position has been polarized, with the dominating forces (as in the Tyndale "affair") digging in their heels—although even they, largely in desperation, seized upon Illich's "edu-card" idea as a way of relegating fourth division school strugglers into the realms of non-league play, with an option to return when their attitudes, finances and "play" were recharged sufficiently to face further years of the type of education responsible for their failure.

Generally, however, Illich's ideas have gained favour with libertarians rather than with the political Left or Right. On the other hand, even many libertarians have been dismayed by Illich's attitude towards free schools.

In *After Deschooling, What?* he asserted that "all these alternatives operate within predictable limits since they leave the hidden structure of schools intact. Free schools, which lead to further free schools in an unbroken chain of attendance, produce the image of freedom. Attendance as the result of seduction inculcates the need for specialized treatment more persuasively than reluctant attendance enforced by truant officers. Free school graduates are easily rendered impotent for life in a society that bears little resemblance to the protected gardens in which they have been cultivated".

It is no accident that those free schools which were anything but "protected gardens" and, therefore, more potent as forces of change found survival difficult and death inevitable. The Scotland Road Community Trust's own free centre in Liverpool threatened the city's bureaucratic organization to such an extent that the conditions laid down for it to operate resulted in the centre lasting a mere two years in five different bases. At least it survived long enough to show up the impotence of the educational reformers.

Eric Midwinter, while suggesting a "Kropotkin type of league of leagues and association of associations", rejoiced in the free centre's demise, placing his faith in bureaucrats attempting to solve the educational and social problems of an administrative area which now embraces both Southport and Bootle. At least the Scotland Road centre ta[illegible] the real facts of life.

Changes and experiments inspired Illich have had to compromise. In immediate future where more repres forces are likely to be in evidence, possible that even more compromises have to be made.

Teachers are in a difficult posi here. They need alternatives, if only increase their chances of survival a decrease those of breakdowns. Yet, pa doxically, acknowledging them wea the institutions which support them.

The same might be said of proponents of life-long education who are interest only in maintaining the legitimacy their own institutions, under the guise giving "new" opportunities for "old" learners. Few recognize the need to demystify the educational scene in the way, for instance, the medical scene has been demystified in Tanzania, through training scheme for "barefoot" doctors.

Despite problems facing proponents of change, ideas have been tried out with varying life-spans. Graham Owens's mod ular system for tutors and students last just one year in a higher education ins tution. Whether such practices real work, or merely expose the weaknesses of institutional learning, is debatable.

Illich has left no doubts about his own position. His suggestion that it is up to each person to be responsible for his or her own deschooling is obviously unpopular, not least with teachers.

Many people have acknowledged Illich's ideas in order to support their own in radical terms. Michael Duane suggested that the emergence of the free school "demonstrated Illich's thesis that education need not be a costly affair, can spring from the spontaneous needs of the people and can shift from being a teacher-dominated to being a learner-dominated activity. The deschooling movement in essence is not only a social protest against the dehumanising effects of capitalist society, it is a resurgence of man's innate drive for freedom."

In the wake of educational cuts this sort of statement is likely to spark off staffroom wars. On the other hand, readers of George Dennison's *The Lives of Children* will recall that the First Street School required no extra money. The difference was that it was spent on human resources, rather than on outdated and little-used curriculum packages. In this way a staff: pupil ratio of one to seven was achieved.

Michael Armstrong has drawn attention to the fact that Illich "draws a distinction between 'pedagogues' and 'educational leaders' or 'masters'. . . . To separate these two roles and allocate them to different people seems to me to be a profound mistake. It is an extension, in the context of a deschooled society, of what many comprehensive schools already try to do when they distinguish between a tutorial system of pastoral guidance and an academic system of subject teaching. The division has proved unsatisfactory even within the relatively closed system of the traditional school, and is still less suited to the open system of free schools or to a deschooled society."

This is a strange conclusion, in view of the ever-increasing problems for both the controllers and the controlled brought about, according to Illich, by the role confusion in the teaching fraternity. Armstrong's belief in the possibilities of the teacher-learner relationship being redefined "even within the decadent structure of existing institutions" is the ultimate in optimism; few have survived such strategies being undertaken.

Chris Searle questioned, suffered and was finally reinstated—but that was a while ago. R. F. Mackenzie was removed from his headship in Aberdeen for not using the belt. Meanwhile, the actions of another head in Newcastle were approved: his explanation, that he caned girls on the grounds that under the Sex Discrimination Act he had little choice, was accepted by his local authority.

The attempts of some Tyndale teachers to practise what others merely preached led to a long and expensive inquiry—the message being that attempts to redress the balance of power are acceptable only in written form, and then only from accredited educational reformers.

The educational "box", or school, remains unassailable, despite the growing restlessness and breakdowns among teachers. I have found, when discussing educational issues on in-service courses, a great faith in the ability of the "box" to survive. The proponents of the "cradle to grave" policy are obsessed with the idea of an everlasting "box" which in practice, as in the case of the Abraham Moss Centre, in North Manchester, merely results in a big box being split up into smaller ones.

Illich has left teachers with many questions to answer, but it is unlikely they will be answered while institutions remain aloof and invincible, supporting themselves with built-in safety devices in the form of selection procedures, accreditation, grades.

Colin Peacock referred in *The TES* (November 19) to Edmond Holmes's book *What is and what might be*, published in 1910. Few since have practised the "what might be" part, one exception being Edward O'Neil who, inspired by Holmes, operated a system of real community education in two working-class areas of Lancashire between 1914 and 1952. While he was fortunate in that the areas consisted of communities of a homogeneous nature, his contribution showed what was possible in a schooled society and the limitations of schooling.

The Idiot Teacher, originally published in 1952, tells the story of O'Neil: its imminent reissue will make the recent ideas of educational "innovators" look very thin indeed. As Colin Ward has pointed out, "in spite of the talk of 'community schools' there are a thousand bureaucratic reasons why O'Neil's version of Bakunin's 'popular academy' could not be put into practice today, and remains only a vision of the future transformation of the school."

Peter Lund is senior lecturer in education at Huddersfield Polytechnic.

**Introduction to Ivan Illich's "After Deschooling, What?", reissued today by Writers and Readers Publishing Cooperative (35p).*

Kitty Mrosovsky on Saussure

Sign and signification

Saussure. By Jonathan Culler. Fontana 80p. 00 633 743 0.

When Ruskin described the elusive face and the formidable structure of the aiguilles of Chamonix, he mentioned, as the only person able "justly to discern the constant from the inconstant phenomena", a certain De Saussure, the distinguished eighteenth-century Swiss author of the *Voyages dans les Alpes*. He was referring, did he but know it, to the great-grandfather of Ferdinand de Saussure, who is for us *the* Saussure, the exquisitely rigorous and modest presence behind the *Cours de Linguistique Générale*, compiled from his students' lecture notes and posthumously published in 1916.

One Alpine metaphor finds its way into the *Cours*. It would be absurd, argues Saussure, not to sketch a panorama of the Alps from a single point of view. Similarly, a language needs to be described in a particular state, and this type of approach has nothing to do with the study of linguistic evolution, which makes a linguist into an observer ranging from one end of the Jura to the other, noting shifts in perspective. Saussure was the more determined to prove the importance of a constant perspective, in that he was radically convinced that there is nothing in language itself that is not arbitrary, shifting, inconstant. Inventing the term "diachronic" to describe the historical study of languages, he insisted on the independent methodology of the synchronic approach, in which a language is studied at a hypothetically static point in time.

Given that the *Cours* was not compiled by Saussure himself, it is up to each subsequent reader to organise its arguments in the way that seems best to reflect the logic of the master's thought. Jonathan Culler, in a clear and concise exposition which is thoroughly accessible to non-specialists, argues well for the crucial importance of Saussure's insight into the arbitrary nature of the linguistic sign.

Signs are arbitrary, not merely because acoustic signifiers have no intrinsic connexion with signified meanings, but because these signifiers themselves have no independent content, can be defined only by their interrelationships and oppositions: "Their most precise characteristic", said Saussure, "is that they are what the others are not". So a colour term such as "brown" has no essential core of meaning, but is appreciated by its contrast to other arbitrarily bounded bands of colours in the spectrum. Language is not substance but form. Sonorous signifiers, differentially defined, unite with signifieds reciprocally outlined within a conceptual continuum.

Saussure's understanding of language as a formal system, socially evolved and imposed, allowed him to make the important distinction between *langue* and *parole*, the speech acts of individuals. And his belief that the sign is wholly arbitrary justified his ahistorical standpoint and his rejection of all teleological interpretations of linguistic change. But he also looked for limits to the arbitrary, for associative (now known as paradigmatic) and syntagmatic links between linguistic units. Language is not a nomenclature for autonomous concepts. It is a network of contrasts and combinations, a structure.

Having expounded the Saussurian essentials, Dr Culler goes on to place them in their historical context. While his account of pre-Saussurian linguistics is informative and judicious, the drive towards coherence which makes him in many ways admirably suited to the format of the Modern Master series can also be a drawback. To group together Saussure, Freud, and Durkheim, as a trio who dwell on structural rather than causal explanations, looks to me like an example of super-structuralist collage bearing little relation to intellectual foundations.

Another thinly coherent passage occurs when Saussure's admittedly indecisive views on syntax are discussed. Dr Culler sensibly quotes him as saying that, where syntagmatic sequences are concerned, there is often "no clear-cut boundary between facts of *la langue*, which are examples of collective usage, and facts of *parole*, which depend on the free choice of the individual". But given Saussure's scrupulous sense of the elasticity of boundaries, it seems hasty to censure his "failure to include sentences within the linguistic system" and his lack of a Chomskian notion of "rule-governed activity", as if a mere modification of his position, the insertion of recursive sentence rules within *la langue*, would make him compatible with Chomsky. One needs to keep in sight Saussure's insistence on language as a purely social, semiological phenomenon, his notion of linguistic habits rather than rules.

The *Cours* is a landmark not only in linguistics but in the development of approaches now widely adopted in other disciplines. Saussure looked forward to a science of semiology that would include the study of rituals and customs, and in his final chapter Dr Culler indicates some aspects of the current preoccupation with codes and signs. My only complaint is that he fails to suggest how exciting and suggestive the field is. Not loth to reproduce (from his *Structuralist Poetics*) an exegesis of icon, index, and sign proper, he is very loth to venture beyond generalities, e g "the task of the semiologist in dealing with clothing, commercial objects, pastimes, and all these other social entities".

Saussure once wrote that he had "no dearer wish than not to be made to think about the nature of language in general". He longed to concentrate on the picturesque particularities of languages, as the brilliantly equipped linguist that he was. But was it really the ineptness of current terminology, or was it the bent of his mind, that caused him continually to melt down the details he so enjoyed in favour of an intellectual distillation? It seems fitting that Dr Culler should conclude by discussing Saussure's obscurely passionate search for anagrams in Latin poetry, in a speculative way, as the possible beginnings of a switch of priorities from signified to signifier (that modernist lodestar)—fitting, because it leaves one with the sense that Saussure's relationship to language was both that of the poised analyst, and that of the ambiguously involved explorer.

Mosaic of revolutio

Douglas Johnson on Enzensberger

Raids and Reconstruction: Essays in Politics, Crime and Culture. By Hans Magnus Enzensberger. Pluto Press £7.50. 904383 21 0. £3.30. 904383 16 4.

Hans Magnus Enzensberger, who was born in Bavaria in 1929, is best known in this country as a poet, particularly since his inclusion in the Penguin Modern European Poets and in the anthology of socialist poetry. But in Germany his essays enjoy a certain celebrity, particularly among young people, and this selection of his essays, translated by various hands, is likely to enhance his reputation.

The essays have many of the qualities of the poetry. In form, they are neat and direct, in content they are inquisitive, wide-ranging and original. It is clear that they and their author belong to what is usually called "the Left" and that in terms of purpose they are "progressive". But they do not correspond to any obvious orthodoxy, nor do they fit in to any narrow political category. Their author is most readily to be compared to George Orwell, but he is very far from being dependent on Orwell's reliance upon personal response to situations. Enzensberger presents a much more rigorous intellectual appraisal of his subjects. He quotes more than did Orwell, but, however wide his reading, he always maintains his common-sense, argumentative approach, and even after long and approving quotations from Padilla or from Trotsky, he still likes to point to the inadequacies or to the ambivalences which are present in the texts.

Typical of Enzensberger's interest and method are the essays on the media and on the western European Left's attitude towards countries where socialist revolution has taken place. The latter, entitled "Tourists of the Revolution", is viciously sharp about the shortcomings of those who do not understand that when they visit the socialist state, they are and they remain outsiders. No walks through the factories or the cane fields, no time spent at the lectern, no quick handshake with the leader can, according to Enzensberger, obscure this fact. But even more significant is the organization of relations between the Left and the societies they supposedly admire.

In the old days the paradox was that when one wished to find out about the collective life and the production procedures of the Soviet Union, then one was dependent upon some individual and his view of things; the industrial procedures were explained by some pre-industrial messenger service. Now, the Soviet invention of the delegation system is the customary means of learning and making contact. No cheaper or more effective method of influencing the outside world could, according to Enzensberger, even be devised. But he does not see the organizers of the Soviet Union or of eastern European countries as being engaged in a continual attempt to hoodwink or deceive; it is rather that the visitors themselves need the assurance that a solid socialism has been created—it is their own socialist convictions that cannot stand shocks or disappointments. For these tourists the delegation system is [illegible]. They know nothing of those in Cuba [illegible] have to queue two hours for a pizza; [illegible] sit happily in their hotel, busily arguing [illegible] Lukács.

Enzensberger is equally critical [illegible] European Left's attitude towards the [illegible] basis. He sees them as bemused by One [illegible] vinced that the greatest of dangers [illegible] of some total control being established [illegible] centre of the system. So terrified are [illegible] at the notion of the manipulation [illegible] system that they take refuge in a [illegible] unthinking liberal assumptions which [illegible] said, reveal their essentially bourgeois [illegible] ground. After all, the media are both [illegible] lever and a threat to bourgeois society [illegible] to the privileged position of the [illegible] intelligentsia and it is natural that the [illegible] Left and the New Left should show [illegible] ing for pre-industrial times, provided [illegible] are wrapped up in progressive slo[illegible]

Thus the socialist movement addresses [illegible] to a public of converts through news[illegible] and journals based upon the model of [illegible] as if nothing had changed since 19[illegible] student movements actually attack the [illegible] with the Free Speech Movement of Ber[illegible] denouncing the computer as an enemy, [illegible] the Paris rebels of 1968 printing their [illegible] on the hand presses of the Ecole des [illegible] Arts and occupying the traditional theatre rather than the radio centre. Enzensberger does not believe that there is [illegible] danger now of some Orwellian control [illegible] the size of the communications business [illegible] become so huge, and it is precisely [illegible] size which should, in his view, permit [illegible] masses to be organized into becoming [illegible] participants rather than remaining con[illegible] The heart of this question of partic[illegible] is political organization, and the cen[illegible] that question is that the Left must [illegible] stand the theory and practice of the [illegible] Enzensberger's plea is that attachment [illegible] the artisanal forms of social learning [illegible] be abandoned. He claims that what [illegible] faced with is the industrialization of [illegible] mind.

Other essays in this selection include [illegible] discussion on the rise of terrorism, [illegible] account of the Trujillo dictatorship and [illegible] Cuban communist party, as well as con[illegible] tions of treason, crime and ecology [illegible] are all stimulating. It is not so much [illegible] one learns from them as that one sees [illegible] differently after having read them. [illegible] weakness is that, however interesting [illegible] insights that enrich each essay, the [illegible] is never fully developed. Instead of [illegible] a tourist of the Revolution, ought [illegible] live in eastern Europe? Ought the task [illegible] of the mass media to concentrate on giving choice and freedom? How does one [illegible] the commanding heights of the communications industry? Enzensberger is the independent free-thinker who can point [illegible] is irrelevant, illogical, incomplete, but [illegible] does not carry his thought through. [illegible] of the achievements of other societies? [illegible] does he measure success? In terms of [illegible] tainment and culture, how does he [illegible] quality? His criticism is intense but episodic, [illegible] part of a mosaic approach. Perhaps these [illegible] the strengths and limitations of an author who learned his craft as a radio producer.

Milk of human kindness

John Vaizey on

a new publication from the Institute of Economic Affairs

Not from Benevolence. By Ralph Harris and Arthur Seldon. Institute of Economic Affairs £2.00. [illegible]55 36090 8.

As I write this review a Tory MP is worried because cars that have been written-off after accidents are being rebuilt and launched on the roads, and some of them are (apparently) still unroadworthy. His solution is more government inspection. Here, surely is *the* dilemma. He is a member of a party which wants less government, less taxation—and yet, in each individual case, it demands yet another government inspector. Mrs Thatcher (whom, for the record, I like and respect) presided over the biggest single expansion of real education expenditure in British history. We are still paying for it with a marginal (earned) tax rate of 83 per cent. It is an almost inescapable paradox of our time that those who most dislike public expenditure in general spend most in particular.

The Institute of Economic Affairs is associated in the educational world with the idea of "vouchers"—each set of parents issued with a voucher which they would trade in at the school of their choice—and of loans to students instead of grants, and, in this volume, the switching over of almost all educational expenditure to a straight fee basis.

Since in this world everything eventually happens, I would not be in the least surprised to see it all come to pass. This book is a celebration of 20 years of IEA publications by economists and others who believe that a market economy will perform many tasks, perhaps all tasks, better than our present set-up (whatever it may be called) does.

There are many intelligent people, to the left and to the right, who will agree with them in many respects. For example, I think it is provable beyond reasonable doubt that the housing problem, such as it is (the British are the best-housed people in Europe) is almost entirely due to the crazy mish-mash of subsidies and rent control that now exists. I believe that if a government swept all this away, as the Tories swept away rationing in Coronation Year, there would be a transformation for the better which would go far to cure much of our malaise beyond housing itself. It's my impression that most people like to own their own house. I also share what I have always taken to be Lady Wootton's view that it is better to give the poor five pound notes rather than interfere with their psyches by social workers—though I may inadvertently over-simplify her views. And who could deny that almost anybody could run the economy better than those who have sought to do so from 1959 to the present?

In the past 20 years I have read most of the IEA publications. They are usually well written, well argued and well documented, attractively printed and competitively priced. From much of what they say it is very difficult to dissent. There are certain basic economic truths which cannot be refuted by a bath in the well-meaning milk of human kindness, and much of the intervention in day-to-day affairs by those who seek to improve the human lot either makes the prospective beneficiaries actually worse off, or makes so many other people unintentionally worse off that the last condition is worse than the first. *Si monumentum requiris*, as the man who lived in the tower block said to the architect (who lived in a Georgian manor house).

And yet. The story told by Messrs Harris and Seldon (who run the IEA) is a fairly tendentious one. Their case—and one can see only too humanly how they would wish to dramatize their struggle for money, for attention and for support—is that since Keynes, Tawney and Titmuss, the tide of public affairs has swept in a collectivist direction, and they (with a growing number of allies) have tried to pull in the opposite direction, with growing success. The tide has turned now that KTT (to coin a phrase) has resulted in high inflation, mass unemployment and a realization that liberty itself is in peril. At this stage, only the IEA can save us.

I suppose I am on the other side, especially since I knew one T very well and the other T fairly well; and I was trained as an economist for years by K's closest friends, and am still close friends with those who survive. All I can say is that from our side it didn't feel like that. If we won, nobody told us.

In the first place, even if Harris and Seldon are right about the sequence of events, it surely is astonishing to overlook the fact that from 1945 to the very recent past, almost everybody is very much better off than they were, and not only because of private enterprise, but because the public services have improved, too. Next, in 1947 (which is, as it were, where I came in) *The Economist* newspaper led a massive campaign directed against collectivism, almost exactly along the lines now advocated by Harris and Seldon; in 1951 the Conservatives came into office for 13 years, and if they owed allegiance to KTT it was (to put it mildly) not all that obvious to us. I had thought we were usually on the defensive.

Above all, while what they refer to as "classical" economics (a most misleading term, historically, since it collapses several differing schools of thought and several generations of thinkers into one), namely the laws of supply and demand and the market, are often correct in particular circumstances, many of us would hold that the market system as a whole is neither congruent with reality nor intellectually coherent. Obviously, there are many who in turn would deny that last proposition; but the point I am seeking to make is that the idea that "Keynesianism" is exploded in thinking circles is (in my view) an incorrect one. The essence of Keynes's argument was that the economic system did not necessarily tend towards stability; that public policy offered one possible means of seeking stability; and his school argued, in 1937, for example, that full employment would certainly entail an incomes policy. Nor did Titmuss ever offer a general theory of society; he, like Tawney, was basically an historian—and the centre of the present intellectual controversy within economics concerns the notion of timeless equilibrium as a device for thought about the economy, a notion that conflicts with the idea of history as a flux.

My own view, intellectually, is that since events take place in historical time, a system of reasoning that abstracts from that process is not in itself satisfactory. I prefer the untidiness of reality to the comfort of abstraction. It cannot be too strongly argued that this does not entail any particular political views. Mine, like Mr Callaghan's (and Mrs Thatcher's) are intensely pragmatic and I would certainly share their present view that the public sector is now far too big. But to go from that proposition to a warm embrace of any theory—say, monetarism, or of Professor von Hayek's views—seems to me to be unnecessary. Professor von Hayek's refutation of Keynes's *General Theory* is just wrong. If Keynes was wrong, that does not make von Hayek right, fashionable though his (to me) shallow and bizarre opinions are.

Anyway, whatever I say will not discourage Messrs Harris and Seldon from fighting their corner, which they do with the amiability that springs from the certainty that they are persecuted in a good cause by those who are too wicked to see the light.

Voices of optimism

Seamus Hegarty on the changing environment

Inventing Tomorrow: how to live in a changing world. By Michael Allaby. Hodder and Stoughton £4.95. 340 19389 1.

The Changing Information Environment. By John McHale. Paul Elek £2.95. 236 40052 5.

One consequence of having the country governed on party political lines is that there is little concern for effective long-term planning on a broad scale. Perhaps this is as well, given the record of successive governments in dealing with short-term issues. It can do no harm to remind ourselves from time to time, however, that the future is inevitable and our capacity to determine it, perhaps irrevocably, is greater today than in times past.

These two books complement each other in a rather unexpected way. Allaby focuses on the traditional resources of food, energy, raw materials, and argues that the industrial countries must learn to use them in very different ways. McHale's concern is with information: it, too, is a basic resource and has important long-term political and socio-cultural implications.

The development of sophisticated communications technology is a key characteristic of modern society. McHale seeks to show what this entails in various areas—education, culture, politics, business—and at various levels from individual to global. The stimulating account suggests many questions about current trends in society.

The overall tone for the future is one of optimism. In a way this is depressing because his assessment of the present situation seems—on this side of the Atlantic at least—excessively rosy. To take just one example, in his concept of the "wired city" he maintains that the Yellow Pages—"Let your fingers do the walking"—have altered shopping patterns. As one who had to wait 12 months to have a telephone connected and can now afford to use it only when the shops are shut, I am not impressed.

The whole-hearted espousal of modern technology shown here contrasts strongly with Allaby's search for a human future. His optimism is a different one. The future does not necessarily lie in extrapolating present trends or in utilising to the full all available technology. Human values must all the time be kept in view and this may mean for example that labour-intensive processes will be favoured over capital-intensive ones.

The book concentrates on the British situation, although many of the considerations would apply to other industrial countries. This is in keeping with the author's belief that there are very few global problems; our common-seeming problems must be solved on a local basis. All in all, this is a useful and enlightening attempt to get to grips with our pressing environmental problems.

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An end and a beginning

Hilary Finch on Palestine and Israel

The Making of Israel. By James Cameron.
Secker and Warburg £3.90. 436 08230 6.

The Arab-Israeli Conflict: Its History in Maps. By Martin Gilbert.
Weidenfeld and Nicolson £4.25. 297 77240 6. £2.50. 77241 4.

Jewish History Atlas. By Martin Gilbert.
Weidenfeld and Nicolson £4.75. 297 77258 9. £3.00. 77259 7.

"His white woolly halo danced, his face glistened in the heat, his eloquence mounted to a Hebraic fervour: he was speaking for Joshua and David . . . for the fugitives from the Crusades . . . for the survivors of Dachau . . . and those who were yet to come." James Cameron is describing David Ben-Gurion's declaration of the state of Israel on May 14, 1948, at the end of his account of *The Making of Israel.*

At times as eloquent and as captivating in his narration as Israel's first Prime Minister, Mr Cameron writes with a typically journalistic raciness as he presses the years between 1897 and 1948 into 99 pages —and with many lengthily captioned monochrome pictures in between at that.

Key events and political strategies—the Balfour Declaration, the movements of world opinion, the intricacies of partition, the dithering of Truman—are graphically presented; the atrocities committed by the Israeli terrorist organizations, the Irgun, the Stern Gang and the Haganah at Haifa, Jaffa and Deir Yassin are, on the whole, more objectively reported than in many Arab or Israeli accounts, contemporary or retrospective.

But this easeful telescoping of events which makes the book so readable can, of course, be dangerous, even if one takes into account Cameron's defensive provisos about oversimplifications and omissions in his foreword. The language used, both in the main body of the text and in the extended picture captions, does not fail, at times, consciously to direct the reader's interpretation of the historical account, and in places, reinforces misleading arguments.

Particularly questionable is the author's continuous use of the words "home", "Promised Land" and sentences like "Jewry had trod a long hard road from Babylon and Pharaoh's Egypt and the deserts and the ghettoes of the world . . .", "It had taken 2000 years."

Not only are these statements historically imprecise (they wash over the exact facts of the areas and lengths of time in which Jews had occupied Palestine from "Biblical" times up to the twentieth century) but they lend weight to that ill-informed body of opinion which confuses religious Messianism and political Zionism, distinguished in Israel but all too often equated in the West.

While the full text of the Balfour Declaration could not have been quoted in a study this size, it is surely vital to quote at least this sentence entire, instead of ending, misleadingly, with a full stop at the word "people":

"His Majesty's Government view with favour the establishment in Palestine of a National Home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any c country."

Again, while it would be proportionate to look into all aftermath and implications of some mention of follow-up ma unda and their consequences surely have come within Cam brief, especially since the Epilo an ideal place for such matter a disappointingly bathetic cliché-ridden comment on the si tion since 1948.

The map at the beginning *The Making of Israel* is, unfo nately, almost useless, as its de cation of Jewish, Arab and ho national territory is meaningle without dates; at least two and "before" and "after" maps w have been more helpful. But, fo nately, published within a week this book were the revised editi of two history atlases by Martin hert, *The Arab-Israeli Conflict* *Jewish History*; they cover, in a 100 maps each, the period betw 1000 BC and 1975 AD, bursting breaking point and somet almost obscured by boxed de type information, quotations comments; each page could al provide matter for a book of own.

The political begetter of the Jewish state, and Israel's first prime minister, David Ben-Gurion, born David Green in 1886 in the Polish town of Plonsk. An immigrant to Palestine in the early days of the centur Ben-Gurion guided and controlled the Jewish struggle for independen and Israel's transformation from a scattered tribe to an economic enti

Preserving a perspective

Pierre Watter on the Frankfurt School

Origin and Significance of the Frankfurt School — A Marxist Perspective. By Phil Slater.
Routledge and Kegan Paul £5.95. 7100 8438 2.

"The tradition of all past generations weighs like an alp upon the brain of the living", wrote Marx. The attempt to keep theory in step with reality, to prevent its becoming set in outmoded categories, is the essence of the critical method Marx developed and used so brilliantly in political-economy. But to persevere in this is exceptionally difficult in commodity society characterized both by "constant revolutionizing [of] the instruments of production, and thereby the relations of production, and with them the whole relations of society" (*Communist Manifesto*) and by what Marx called the fetishism of commodities, that propensity to transform processes into fixed perdurable unhistorical things.

In the hands of lesser thinkers the critical method lost its edge, as reality departed evermore from orthodox theory; until, after 1923, it increasingly degenerated into a mechanical dogma, "marxism", in the service of tyranny. The heritage of Marx was preserved by a few thinkers labouring to free his thought from its dogmatic stance, viz, trying to do for the new times what he had done for his own. This necessarily involved a critical examination of Marx himself, an endeavour the prevailing deification naturally branded as idealist, counter-revolutionary — at a time when this very dogma was itself the symbol of counter-revolution.

Among these thinkers, those now known as the "Frankfurt School" (proof of their having become in their turn traditional) are the object of Mr Slater's examination. That he calls his work "a marxist perspective" shows it to be a rear-guard action in defence of obsolete tradition. Marxism, like Mr Bunbury, had been exploded by a nonconformist reality before Horkheimer, Adorno, Marcuse and others set to work. It was precisely the need to make sense of the wreckage, to grasp what had brought it about, that caused them (and outsiders like Josef Weber) to go back to Marx, a re-study greatly helped by the publication of his hitherto unknown works.

"The categories valid in Marx's contemporary society — working-class, socialism, proletarian revolution, etc—were a half-century later no longer so. From being a means of grasping reality correctly, they had become obstacles to a more correct perception. In the context of the so-called "theory-practice nexus" (Mr Slater's jargonish revamping of the orthodox "unity of theory and practice") they stand as obstinate prejudices, together with that "nexus" itself, preventing thought. To attempt a critical analysis in terms of these prejudices is an absurdity, since the work of the "Frankfurt School" is just a labour of thought to shed them a consider reality afresh. The res is foregone: Horkheimer, Adorno Marcuse are orthodoxly convicted idealism, of reversion to a conte plative stance. That, owing to t impossibility of a desirable practi such a stance might be prese appropriate, most in accord w humanity's need for truth, is beyo Mr Slater's marxist purblindness.

But that is precisely what th collapse of Marxism, viz, th changed politico-economic reali results in. Progressive politics h become a simple lie, when what w believed progressive clearly can seen ineluctably to lead to tyranny as black as that of th blackest reaction. The merit of th "Frankfurt School", Adorn especially, is to have accepted th unpleasant fact. The "School" ca be criticized (as what can not?) but not in the obsolete Marxi terms—whether those of Brecht o Adorno's sometime students whic Mr Slater calls to his aid—of whic it is itself a critique.

Against these and them Adorno has the last word in his essay *Marginal Notes on Theory and Pra tice* (1969) that answers Mr Slate in advance: "The constant and i mediate recommendation to actio [Mr Slater's "nexus"] is incom parably closer to oppression than thought that pauses for breath" is this thought that Mr Slater co demns as "idealist".

Stage movements

Gertrud Seidmann on German theatre

Frühlings Erwachen. By Frank Wedekind. Edited by Hugh Rank.
Heinemann Educational £1.50. 435 38941 6.

German Theatre Today. Post-war Theatre in West and East Germany, Austria and Switzerland. By Michael Patterson.
Pitman £3.50. 273 00350 X. £1.95. 273 00293 7.

These two books have appeared most appositely. Frank Wedekind's play about adolescent sex stirrings, completed in 1891, had to wait 15 years for its first performance in heavily censored form, in which it became an instant and sensational (in both senses of the word) success. Complete and unabridged, it was performed at the National Theatre in 1974.

With the present edition it has completed the course from Prosecutable Porn to Set Book in 85 years. It has a repertory of themes (now the commonplace of classroom discussion) from adolescent sex, pregnancy and abortion, through incest, flagellation, sadism, homosexuality, nymphomania, to suicide, yet, withal, breathes an air of innocence. It is so clearly the work of a young man, a passionate outsider, reminiscent sometimes (not least in the rebarbative mixture of styles) of D. H. Lawrence, sometimes of Büchner. Wedekind's career, too, in satirical journalism and cabaret makes him into the predestined ancestor of the present scene.

All this is made clear in Mr Rank's riveting introduction to this edition of the complete text, which is supplemented by notes, vocabulary, and a full and usefully annotated bibliography. Wedekind has been fortunate in an editor who combines a scholarly approach with the lively, idiosyncratic style of a good teacher.

A few small reservations: some of the notes seem to rest on misconceptions (e g, *Partien* at one point clearly refers to "a good match", not to "parties"); some passages that need annotation are left without; and not enough attention is drawn to particular instances of Wedekind's use of a highfalutin' "literary" style, to which the editor rightly draws attention in the introduction—this is a task which the teacher will have to perform. But these are minor flaws in a book which forms a singularly suitable addition to sixth-form "think-pieces".

Frühlings Erwachen predictably figures at least once in the "Chart of Important Productions 1944-75", which forms part of Mr Patterson's highly informative volume, a welcome addition to the "Theatre Today" series. It sets out to deal with "both the places of performance and what is written for them" and succeeds in doing this, readably and briskly, within its fairly restricted compass. This is a well-documented study, in which the author's own experience and judgment are not submerged by endless lists.

That something is bound to "fall under the table" under these circumstances is clear: the book restricts itself to the *Sprechtheater*, although the author makes it reasonably clear that this might give a distorted picture of theatre life and administration (and theatre-going); and although he purports to deal with all four German-speaking countries, in practice, as far as *Theaterbetrieb* is concerned, attention is concentrated on Germany West and East, Switzerland and Austria only coming into the picture at important moments. As far as playwrights are concerned, of course, authors from all four countries, as well as those living abroad, are considered; it could hardly be otherwise, given not only the random distribution of dramatic talent among these nations but also the migratory habits of these writers, and the receptivity of the theatres.

Chapter two, "The Theatre Scene", is an excellent, clear introduction, which gives a fair outline of both the advantages and the drawbacks of the German system with its colossal financial subsidies, as well as of recent developments in government by participation. This is followed by judicious accounts of major postwar writers in their "schools", with useful appendices, bibliography and index. Among this richness, one's only regret is about the occasional slipshod writing; why must Mr Patterson use the fashionable "Fascism" when he means Nazism?

Workaday

D. H. Lawrence. By Ronald P. Draper.
Macmillan £2.50. 333 19650 3.

Mr Draper has written a sound, workaday biographical and critical study of Lawrence and his writings —not all his writings: the plays are unmentioned, the acutely sensitive essays practically ignored, and no one would guess that Lawrence's letters are among the most readable of this century.

Nevertheless, Mr Draper's achievement is considerable. I used the terms "sound" and workaday": sound and discriminating in its critical evaluations and preferences, aptly sustained by supporting quotations; workaday in that those assessments conform to the common consensus of opinion on Lawrence's writings. There is nothing that is revolutionary and little that is original: the emphasis is on the "right" books and, within that limitation, especially on the three indisputably major novels, *Sons and Lovers, The Rainbow*, and *Women in Love*, he is illuminating.

Where he occasionally transcends it, however, is in his treatment of the poems — his (rather than the Alvarez essay he recommends) is the best brief study of them I have encountered. Lawrence saw himself not as attaining some "exquisite finality" but as seeking to apprehend "the immediate present". Where Lawrence achieves this, as he increasingly does in his later poetry, Mr Draper finds in them "a fluid responsive quality that makes them seem emanations of his personality rather than 'artifices of eternity'".

These Griffin books were originally published in America in 1964, and from the heterogeneous titles so far issued—Chaucer, Gide, Hardy, Pinter, Shelley, Lawrence—one wonders at whom the series is aimed. Its occasional Americanized viewpoint and vocabulary might, with advantage, have been modified for an English readership. Do we really need to be told "Nottinghamshire is a roughly oval-shaped county bordering in the east on the low-lying agricultural lands of Lincolnshire. . . ." And what is "finement of mind"? "Refinement"? Neither context nor the Shorter Oxford Dictionary helps us; and when we are told that Lawrence was an "uncertified" teacher we can only mildly reply that, despite contemporary class-room tensions, there are still a few remaining in that happy state.

Hermann Peschmann

Paperbacks

Keep it flying

It is no mean feat to go through the last war in 230 pages (which includes over 160 pictures—some of them whacking great colour spreads) and come out of it relatively unscathed. A. J. P. Taylor's narrative gift in The Second World War: An Illustrated History (Penguin £2.75. 14 00 4135 4) carries him without much apparent effort from European to Asian theatres of war, from conference tables and the high seriousness of policy to low comedies of errors on the battlegrounds, and back again with ease—a kind of Big Dipper history.

As he writes much better than most, I would have put up with fewer pics in exchange for more Taylor text. Even so, it compares more than favourably with other short histories of the war. It doesn't blind the reader with military science but it should make him sit up and think.

In contrast, the text that prefaces the pictures in Banner Bright by John Gorman (Penguin £1.95. 14 00 4171 0) is often turgid and sometimes repetitive. The illustrations themselves are marvellous—150 years of the silken battle standards of British trade unions. Many of the banners were made by the firm of George Tutill, himself almost an archetype of the Victorian self-made capitalist. He ran a non-union workshop, produced work of the highest quality and paid the lowest possible rate for the job. The piece-worker who refused to paint "Jesus Christ and a flock of bleeding sheep for a quid" caught the whole business in a nutshell.

Despite some of the purplish prose of the introduction, John Gorman's book is a splendid record of an art-form which gave colour to much grimmer days.

Tony Howarth

A History of British Trade Unionism. By Henry Pelling. Penguin 80p. 14 02 0616 7.

Mr Pelling's chronicle, first published in 1963, has, like other of his books on Labour topics, become (in the most flattering sense) a standard work—of service to both student and general reader. This third edition, with its new chapter on "The Industrial Relations Act and After", brings the story down to 1976—a year in which the role of Trade Unionism in society at large bulks more dominantly and controversially in the public consciousness than ever before. In updating his study, Mr Pelling strikes his usual happy balance between factual fullness and digestible brevity.

The overall virtues of his history remain the well-proportioned lucidity of its narrative (highly readable but by no means over-popularized) and its demonstration that a true understanding of Trade Unionism today can only be reached through a consideration of its origins and development.

Martin Fagg

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Every Friday 18p

Beavering on....

Marten Shipman on research in education

Educational Research in Classrooms and Schools. By Louis Cohen.
Harper and Row £8.50. 0 6 318047 2.

This book will be a boon to that anxious procession of undergraduate, diploma and higher degree students searching for a dissertation topic that is both feasible and respectable. Louis Cohen has provided a host of ideas for modest research projects drawn from the psychology, social psychology and sociology of education. The focus is on observation rather than on evaluation and on using existing research papers as a source of ideas. This is a practical approach, recognizing that there is little chance of breaking through the frontiers of knowledge in the few weeks usually available to the student.

I have a suspicion of books containing a menu for probationary researchers. But Dr Cohen has been wise in aiming only to take the drudgery out of the search for a topic, leaving the student to generate the ideas that will lead to the research. Techniques, instruments and examples are provided in plenty, but the student is still left to exercise initiative. The full list of up-to-date references will also short-circuit the often fruitless hours of searching through some pillaged library. The surest sign that the author of this kind of manual has done his homework is the number of times you realise for the first time where that elusive article or test can be found. On that criterion this book is a thoroughly rewarding exercise in which the author has done a lot of the work that is usually left to the reader. It should be in all education libraries and deserves the pillaging to which it will undoubtedly be subject.

It is fair to ask if all the research encouraged by books like this does students any good. Few theses or dissertations influence anyone but the student himself, but many take up a lot of time in long-suffering schools. Among those that have been influential there are those whose small scale and wide generalization, low reliability and high public exposure, have resulted in misleading evidence. Others have provided nuggets of dependability. It is a difficult balance sheet to assess. The work gets the student a qualification, but few do any more research. Doing is probably the best way of learning the research trade, but a qualification in statistics or computer programming may be more useful. The exercise ensures that at least one area of knowledge is adequately covered on a course, but the time could have been obtained expense of deeper reading. however modest the projec brings the thrill of empirical but the finished product m little more than support the of a library reserve stack.

Dr Cohen writes in a refres enthusiastic, pragmatic style contrasts with the disillusion of many of the consumers of tional research and with the balism of many of the produ The public has cause to comp and as it tries to get its m back sees the researchers at other's throats. There is no lished scientific community ting the quality of published rial or restraining the enthus of the hatchet men. Amid failure to establish a communi cipline that might solve metho gical problems before, not publication, the students becom

Perhaps the British Educa Research Association could tiate with universities and poly nics to harness this free labour. about 100 MA theses on the teachers construct their judgem boys as distinct from girls, that Dr Cohen suggests? Mean on behalf of students yet to thanks to the author.

Curricula continentale

Harry Judge on schooling in Europe

Europe at School. By Norman Newcombe.
Methuen £3.95. 416 82890 6.

Most of the complaints commonly directed at studies of educational systems other than our own certainly do not apply to this unusual book. The past 20 years have been marked by a rapidly growing interest—sustained by international organizations and by a small but gallant band enrolled under the dubious banner of "comparative education"—in the workings of European school systems. The results have not always been happy. Too often thick and closely printed publications have presented little more than colourless and schematic accounts of the bare bones of a system, illustrated with charts and diagrams, that tell more about the alleged purposes of legislators than about what actually happens. Occasionally, we have a burst of theory as academics and sophisticated planners engage their minds in a battle of wits. But all too often—and there are some distinguished exceptions — such books offer neither an adequate narrative of what actually happens, nor a convincing account of the complex relationships between educational policies and practices on the one hand and the social and political context on the other.

There is, then, room for more and for different books — and especially at a time when Britain moves closer to Europe and shows every sign of losing its traditional confidence in the excellence and uniqueness of its own educational procedures. Mr Newcombe promises us an account of what real life is like in a cluster of European schools, and his book whatever its faults, is certainly not pretentious. He used some nine weeks of sabbatical leave in 1973, supplemented by a separate visit to West Germany in 1974 and by various holiday excursions, to visit a relatively small number of schools in Italy, Spain, Portugal, France and West Germany.

The schools so chosen were, for the most part, of the primary or lower secondary type, and the approach to them was very much that of an experienced school-master enjoying a richly deserved opportunity to observe and reflect. But it is not clear why these particular countries should have been so favoured (although the Mediterranean climate had perhaps something to do with the initial choice for 1973), nor why schools for the younger age groups can be quite so conveniently separated off. There is a constant but unsuccessful attempt to compare "Europe" (in terms of this odd sample) with "England", while the contrasts and contradictions within the Continental group itself are for the most part ignored.

The unsurprising result is an uneven and sometimes provoking book. Accounts of a syllabus, of textbooks and buildings, of school meals or of the use of the chalk-board contribute neither to a lively portrait of a particular place (at which Mr Newcombe would be rather good), nor to general conclusions of much force or interest. Statements like "I will risk the generalization that I felt that the majority of schools and the majority of teachers were doing a pretty good job" are unlikely to bring anyone leaping out of his chair. The general questions which become explicit in the conclusion are frankly not worth answering: Are we better than they are? If I were a child, would I rather go to school there or here?

Mr Newcombe does ventilate his own honourable doubts and argues gently that the European teachers whom he observed at work are more successful in defeating illiteracy and general educational sloppiness, that they are more professionally conscientious in maintaining pupils' records and so on, and that some greater measure of curricular uniformity would do this country a great deal of good. Many will agree with him (and more in 1977 than in 1973, which is comforting), while wishing that he had written a different kind of book. He would be best at concentrating on one place at a time, but if he really wants to generalize he should not have finished his concluding chapter with a postcript which recalls with painful appositeness the recurrent blemishes of the whole volume:

> I was sorry to hear from a German teacher whom I recently met in Frankfurt that the problem of poor reading and writing is now on the increase in Germany. These things are, however, relative, and her standard of comparison is probably a very exacting one.

Among this week's contributors:

Harry Judge is director of department of education at Ox Gertrud Seidmann is a lecture the Southampton University age centre.

Marten Shipman is direct research and statistics at the John Vaizey is professor of mics at Brunel University.

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To: The Christian Science Monitor,
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Leaping the hurdles

Alan Gibbon on athletics

Athletics for Schools. By Dennis Watts and Bill Marlow.
Pelham £3.95. 7207 0742 0.
Athletics for Student and Coach. By Ian Ward and Dennis Watts.
Pelham £4.10. 7207 0881 8.
Successful Athletics. By Ron Clarke with Raelene Boyle.
Pelham £3.50. 7207 0917 2.
Enjoying Gymnastics. Edited by Christopher Pick.
Paddington Press £1.95. 8467 0141 3.

Because so many books on athletics and other sports try to accomplish too much, it is a pleasure to read two that are written for a clearly defined and limited market.

The first, *Athletics for Schools*, in which two experienced and well-respected national coaches collaborate, is aimed at teeachers who have to take large groups of children with limited facilities at their disposal and who, above all, have too little time to become involved in technical detail. The authors concentrate on basic teaching and efficient organization of classes and the text is accompanied by some clear line drawings and well-chosen photographs. In a book intended for teachers it was an excellent idea to include, as an appendix, the safety measures produced by the Schools Consultative Committee of the Amateur Athletics Association.

The second book, in which Dennis Watts collaborates with Ian Ward, an ex-national coach and international athlete, is primarily for the club coach. The authors also claim that it will be useful to "the student in College and University" though it is by no means clear why this group should be associated with club coaches for special treatment. Because the book is aimed at club coaches who are usually working with smaller groups of more talented and committed athletes than teachers, the authors are able to introduce a wealth of technical detail about all the field and track events as well as some useful advice about training schedules and tests and measurements. It is a pity that an otherwise excellent book is marred by shoddy line drawings and poor photographs.

Successful Athletics by Ron Clarke and Raelene Boyle is graced with some quite superb line drawings and by fine action photographs. Unfortunately, unlike the other two athletics books, it is technically superficial and too often inaccurate. For example, it is quite unsound to talk about "strengthening hamstrings" and totally inappropriate in a book intended primarily for beginners, to devote so much space to the O'Brien technique of shot-putting: again, it is difficult to see what value two pages on weight training can be to anyone. This is a book to look at but not to take too seriously.

Enjoying Gymnastics is also a most attractive book, packed with 1,500 original drawings and some excellent photographs. Unfortunately, like the Clarke book, it tries to do too much. What possible justification can there be for devoting a section to ballroom dancing, ballet and diving in a book that is hard put to cover the whole range of gymnastics adequately? On the other hand, the sections on "being a gymnast" and "home exercises" are clear and simple and might have been expanded, while some of the excellent sequences of drawings could have been accompanied by more coaching hints. Despite its faults, this is a book that the aspiring gymnast will enjoy browsing through.

Science and the sportsman

Anne Howarth

Exercise Physiology. By Vaughan Thomas.
Granada £4.95. 258 96901 6.

This excellent text should be read by all students of physical education and associated subjects. Exercise physiology is fast becoming a subject in its own right and as man strives to continue to break sporting records so research into the limits of man's physical capabilities grows alongside. It therefore seems fitting that this treatise is written by an author who was an international athlete and sportsman and who is now a scientist. The book reflects the practical sportsman in its approach to and emphasis on the importance of experimental work in the student's understanding of the subject.

The first chapter deals succinctly with the fundamentals of physiology, taking the reader rapidly from sixth-form to undergraduate level. The bulk of the book is devoted to an ergonomist's appraisal of motility, circulation, respiration and digestion and the effects of exercise on these functions. An interesting chapter for practising sportsmen considers the physiological and environmental adaptation of the sportsman to the special stresses imposed by sports training and performance.

It is a pity that there are so few illustrative diagrams but this disappointment is adequately recompensed by the inclusion of excellent references accompanying each chapter. The comments at the end of each chapter are particularly helpful for further research projects, as indeed is the appendix which, rather than suggesting specific experiments, outlines a basic approach within which a range of experiments may be constructed.

Flounder in the mud

Sean Grace on rugby

Teaching Rugby to Boys. By Gordon Banks.
Bell £4.50 and £1.95. 7135 1944 4.
The Rugby Game. A Manual for Coaches and Players. By Jim Wallace.
Kaye and Ward £3.95. 7182 1114 6.
Skilful Rugby. By Ray Williams.
Souvenir Press £4.00. 285 62233 1.

An Irish Rugby international of the early twenties said of these three books: "It's a pity they weren't around when I was starting to play. They would have been a great help". In spite of the accumulated wisdom of the intervening years and the new emphasis on training, coaching, tactics and even strategy, much aimless floundering in the mud could be avoided by few hours study of the basic principles; that is where books like these come in.

Of the three the most valuable to the young tyro and his amateurish, if enthusiastic mentor is the Gordon Banks offering. It is compact, down to earth, well organized and lavishly leavened with the type of simple diagram which gives life and point to the text. And, although the rules of the game seem often to be loosely applied, a commendable attempt is made here to pin them down and set them out. At the price, the paperback edition is within the reach of the most hard-up uncles and a good many grubby young hands.

The other two are much more ambitious. As might be expected from the Welsh Rugby Union coaching organizer, Ray Williams pitches his comment and advice on a grand scale. There are plenty of how-to-do-it pictures and the diagrams would delight an engineer or, perhaps, an artist who likes Lowry-like little men. But the advice is sound when extracted from the welter of fine words. This is definitely a book for the studious.

Jim Wallace comes somewhere between the two, although he has more to offer than either in the way of advice on training and tactics. It would require hours of heavy reading to assimilate a modicum of the wisdom contained in his pages. Given the physique to back the knowledge acquired, however, they would be hours well spent.

Historically speaking

Sport in Britain: Its Origins and Development. By H. A. Harris. Stanley Paul £6.50. 09 124 960 0.

> "For the world of sport, like our churches and universities, is rotten at the top. There is plenty that is healthy in the lower reaches. But rot spreads downwards only too quickly."
>
> "Perhaps a quick death and seemly burial for an institution (the Olympic Games) which has outlived its usefulness is the best and kindest solution."

These two quotations from Professor Harris's book, completed just before his death, are enough to demonstrate that this is no dull scientific history of sport. Indeed, it is at times positively vitriolic, particularly when it savages modern governing bodies of sport and their obsession with sponsorship.

The occasional overstatements and generalizations do not, however, flaw too seriously an amusing, scholarly and altogether extremely readable book. One such book is worth a score of the recently published official history of the CCPR. The origins of most popular sports are traced and Professor Harris is particularly strong on the period between 1860 and 1885 when the Victorians, in codifying so many games, laid the foundations of modern world sport. He is even able to quote his father as an authority for the development of the technique of hooking in Rugby.

Chapters on the Olympic Games, Sport and Broadcasting and Sport and Literature complete a book which should be compulsory reading for all sports administrators (not least the current Minister for Sport) who in their concern for the highest reaches of sport and particularly international sport, may have forgotten that if a game is worth playing it is worth playing badly.

A. G.

A life on the ocean wave...

Neill Ransom

Teaching Sailing. By Peter Rance.
Bell £1.60. 7135 1946 0.

School camps and journeys are not as effective as sailing, says Peter Rance by way of introduction, as he reveals to children why they should be responsible, cooperative and resourceful while using their initiative constructively for the benefit of themselves and others. With increasing numbers of schools taking pupils to local sailing bases, *Teaching Sailing*, designed for primary and middle school staff, will be most useful as a handbook on the year's course which it describes in much detail.

Arranged in three sections and with no fewer than 26 appendices, the text details winter theory lessons, practical sailing sessions and finally an optional week-long sailing camp. The ideas advocated are not new but have the advantage of being together within one book, and the sequence of suggested individual lessons and sessions will provide a framework for many ideas.

What comes over strongly is that this book is written from experience whether it is in emphasizing the need for safety or in speaking of cooks' problems at camp. The contents and appendices could usefully have been indexed.

Small Boat Racing with the Champions. Edited by Bob Fisher.
Barrie and Jenkins £6.00. 214 20215 1.

Take 12 of the most popular small racing boats in the world and find the top British champion in each—most of whom are also Olympic, World or European champions, if not all three—and get them to talk about their boat and their racing tactics. The result is a book in which enthusiasm abounds and which any sailor even half interested in racing will find totally absorbing.

In Bob Fisher's latest book each champion—including Rodney Pattison, John Oakeley, Olympic coach John Maynard, and our most recent gold medallist, Reg White—talks about his own boat, its development, rigging, performance and nuances and his approach to racing. The book abounds with useful tips. In the final chapters Bob Fisher has put them all together as a forum to comment on racing tactics, starting, attacking, defending and psychology; the text is so alive that it is as though one was in conversation with them.

Those teachers, and their pupils who are about to participate in the recently announced National Youth Racing Scheme, or who wish to improve their present school racing standards, will find this stimulating reading.

Eight special pages of reviews of children's books, pages 37-44.

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European materials made in Oxfordshire

K. L. GORDON and JOHN ROBARDS describe a curriculum development project

One of the fastest growing areas of curriculum innovation has been European studies in secondary schools. Unlike many other areas of study, there has been no national project to produce materials. Local developments have therefore assumed greater importance.

Between 1963 and 1970, a great deal of valuable work was done in putting the idea of European studies into systematic form. Groups of teachers worked under the guidance of an adviser with responsibility for developing strong personal links with areas of France and Germany.

Oxfordshire was the first area to produce detailed suggestions for a basic European studies syllabus. However, courses based round that syllabus did not emerge in any great number until the development of an l.e.a. resource-based approach.

European studies is difficult to define. For secondary schools it can be described as "studying a variety of aspects of European countries, with or without a language element". No texts exist for a course of such breadth (with the possible exception of the Oxford geography project) often involving three or four disciplines. European studies teaching must, therefore, be resource-based, using a variety of media as second-hand evidence. Many courses have been criticized for their lack of depth and perhaps such weaknesses are due to the lack of support for teachers.

What is meant by resources? The administrator may define them as cash, people, and organizations. To many the term summons up pictures of expensive equipment and technicians which in the present economic climate are increasingly difficult to justify. We believe that a more simple collection of aids, with support from the l.e.a., can largely solve the problems of innovation in European studies and other curriculum areas. This double programme is the basis of curriculum development in Oxfordshire.

Teachers of European studies are often isolated from colleagues, and need support and encouragement. They can be greatly helped by an adviser or teachers' centre leader. Too often teachers' centres have been regarded as places which teachers must visit to obtain help or attend a course. Working in a rural area, our centre provides a base for the leader who makes personal contacts in the schools, visiting teachers to inform them of what is available elsewhere or what can be added to the school's own resources. He can bring them together to exchange ideas and opinions. Knowledge of resource collections and methodology of use is often the greatest need.

A key task of the leader or adviser is to help teachers who are dissatisfied with their present courses to develop new ones more relevant to pupils' needs, congruent with their own styles, and feasible within the structure and organization of their schools. The structured packs or kits of materials for national curriculum projects seldom fit a school exactly, and are often rejected, or so altered that they are scarcely recognizable.

Changes of teaching style implicit in the materials are also lost or ignored. Local curriculum development can benefit from the diversity of views in individual schools. Where the leader and the teacher form a partnership to produce materials, a course which suits individual situations and needs can be developed. If this happens several times, the schools in the l.e.a. have access to a much wider collection of experiences and resources than a national project can supply.

Before the production of materials can be considered by a teacher working with the curriculum leader, material. assistance is usually needed. This is why a collection of unstructured resource material is held at teachers' centres, which can be loaned to schools in the initial stages of the course. With this basis teachers are in a much better position to begin the task of building resources in their own schools. Once they have made a collection of background books, and perhaps filmstrips and tapes, assignment sheets, work-cards and information booklets can be produced to fit the collection. The resource collection process is in three stages: initial loan, school collection and production.

Resource production is perhaps the hardest task for an individual teacher. The teachers' centre, as a support agency, can help with making materials to as high a standard as possible. Although some schools have printing machines, many do not, and the processes of layout, design and typesetting resources can be very discouraging. It may be more valuable to produce materials centrally for the whole county, but the l.e.a. still tries to support the single school wherever possible.

In addition to the printed resource European studies demands other audio-visual media, which need be neither expensive nor inaccessible to the pupil.

A central resource collection held in teachers' centres may also save some of the dwindling capitation allowance. Oxfordshire has a policy of purchasing for loan the scarcer and more expensive items. For the more popular audio-visual materials, two copies may be purchased, and this is far cheaper than 30 schools each buying the same item and using it perhaps only once a year.

This scheme often makes teachers aware of items which they might never have seen. With the help of teacher feedback we are often better equipped to advise; and teachers have become aged to produce their own r for copying by the l.e.a., fo other schools.

This process of curricul lopment is called "curric dealing," by David Hamil book: *Curriculum Evaluati* Books, 1976), a term which the use of simple tools, "low level" technology mended above. However, f cher to use these resourc tively, there must be a ch teaching style.

These hoped-for chang take place as the teacher better still, produces materials. A recent su European studies carried Oxfordshire schools resulted interesting comments as: " method is closely linked to of material available. As up a bank of resources method is gradually movi from classroom teaching resource-based, individual group learning."

When this kind of aware gins to emerge in-service can be planned. Once a gr 10 or more schools begin on these lines they can ge rate enough impetus to b self supporting, thus en curriculum development le act as editor and critic, provider.

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Bantu woodcut from 'Life in Africa'

Struggle for survival

by Jim Anthony

Life in Africa. By Vivian Russell. Jackdaw. Jonathan Cape, 30 Bedford Square London, W.C.1. £1.95. ISBN 0 305 62115 7.

The first Jackdaws cost ten shillings each, if memory serves, and were received with delight by startled educational consumers as something original for the jaded palates of history classes. History and geography knew their places in those days and were taught as separate subjects.

Who will find this new Jackdaw useful? It is most suitable for the 10 to 14 age range. Practical experiment with children at the lower end of this range produced useful project work with an appreciation of the enormity of the continent and its problems.

Africa, the second largest continent, squats astride the Equator and has an immense range of climatic and vegetation types, not to mention wildlife. In the limited scope and format of the Jackdaw—and this one with broadsheets, photos and "documents" is in the usual style—one cannot expect anything more than a brief mention of the main interacting forces of man, the land, climate and the struggle to survive and modernise.

Life in Africa is from Jackdaw's American stable but apart from the occasional spelling differences there is little to indicate transatlantic origin. The work of the United Nations, and in particular UNICEF, is emphasized. The contents give a competent, but uninspired range of broadsheets factual information on as school, health and photographs, African and a replica of a newsp young Kenyans.

A wallsheet on food is the most interesting of main preoccupation for majority of Africans for this century will be to incre output.

The picture of boys in the Volta republic scrabbling a drought-stricken field to eat had a profound on a class of English ch similar age, particularly just completed a survey much protein they fed to each week.

To find out how the lives and eats there are a couple of staple Afri notably the well-known fufu, full of starch but protein to keep the dread iorkor at bay. Children some up themselves get yams.

This is one of the most and responsible Jackdaws enough material to cover two metres of wall, and in that enough food for thought and to keep the most energet going for weeks on what ably the biggest single their generation will have coming to terms with the and the needs of the Third

In the circumstances the of a little "make your own hut" worksheet seems frivol irrelevant.

Computer studies and a new look at usage

PAUL McGEE reports on research into facilities

During the last 10 years the Computer Board for Universities and Research Councils has received about £60m while all other educational institutions, including polytechnics, schools and colleges, have only received about £15m.

Universities operate a common strategy for the purchase and provision of computer facilities and they have procedures for assessing the merits of claims from competing universities. Other areas of education, which are usually locally funded and have no such common strategy, have fared less well with a few notable exceptions such as the ILEA and Hertfordshire.

Now the Association of Computer Units in Colleges of Higher Education (ACUCHE) is setting up research projects into computer usage and provision in the non-university sectors of education. Derek Melluish, head of the Computer Centre at North Staffordshire Polytechnic, is leading the study into schools and colleges. He will no doubt be reminded by the technical colleges of the Prime Minister's call for greater emphasis on the wealth producing industries. The study into the needs of polytechnics will be led by Dorothy Nelson, director of the Computer Unit at Hatfield Polytechnic.

The school and college study will examine what resources are needed by curricular developments in computer studies and in other subjects such as geography, economics and the sciences. Neither study will attempt to see if these developments are intrinsically valuable. It will be assumed that the people actually using them are the best judges of their worth. The reports will hopefully be able to give anyone considering such curricular developments a clearer idea of what computer power will be necessary.

Computer resources include not only machinery but also the programmes and the people needed to run and support them. The school and college study will have to look at the relative merits of the provision of educational computer centres and the use of the local authority computer.

It will also look at the batch systems, where work is sent to a centre to be processed, and on-line systems where the users have terminals in their own institutions. From the report, authorities should be able to see how what they are providing matches up with what is thought necessary and those authorities who have no provision yet should be able to see what will be required.

The studies will be carried out during 1977 under the guidance of a steering committee formed from ACUCHE and the DES, who are funding the programme. The reports are expected early in 1978.

Holidays in Britain

by Keith Stapylton

Tourism
by Veronica Ellis. Geography work cards: Cambridge University Press, 200 Euston Rd, London NW1. £2.10.

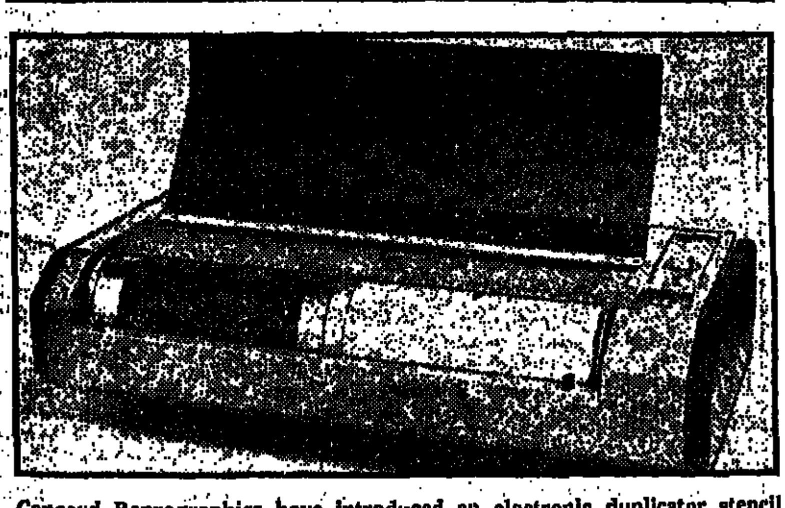
These 20 cards have been designed to supplement thematic approaches to a study of the British Isles. The same author has produced a companion set on transport. They are for use with the lower years in a secondary school and it is assumed that textbooks and class work will exist alongside. The aim has been to cover new concepts, and to develop manual skills and personal involvement. Little equipment is needed beyond common items such as a dictionary and mathematical instruments.

Three of the cards are for less able children and three for the more able, although this grading is not related to their number order. They are printed and laminated on both sides and have a good mixture of written instructions and information, maps, photographs and diagrams.

One side generally contains information and the other tasks. These tasks are quite varied—surveying where people have been on holiday, looking at national parks, studying the origin of holidays and so on. There are some points to dispute: for instance, is it really agreed Wales is a "most urbanized" country? One would hope such niggles would lead to worthwhile discussion.

The three cards for less able children are rather disappointing. One would have hoped for stimulating tasks set in a simple manner but these are simple tasks set in a fairly complicated way.

Although it is suggested that children would work on the cards in pairs, so that only one set need be bought, one would hope that there would be enough sets for a choice to be available, and that there would be opportunities for all the children to see and discuss each other's work. Otherwise, a relentless progress by each child through the set, with work seen only by the teacher, gives the cards no advantage over textbook work—an advantage they deserve.



Concord Reprographics have introduced an electronic duplicator stencil cutter which has three settings for different types of original, thus eliminating the need for manual adjustment. The Gakken GOM-708D has a maximum scanning area of 260mm × 340mm. It cuts each stencil in about five minutes, and costs about £700 including educational reduction. Information about the stencil cutter and other items in the Concord range can be obtained from the Information Officer, Concord Reprographics, 18-22 Cardiff Road, Luton, Bedfordshire.

Getting the measure of surveying

by W. Schofield

Methods of measurement of length and their application to surveying instruments.

Obtainable from Dr A. C. Betjemann, Media Services Unit, University of Lancaster, LA1 4YF, at £10 each or £35 for the set of four.

This series of four tape/slide programmes has been produced by Mr A. N. Crossley, of the department of engineering, University of Lancaster. The programmes are called "Scales", "Reading the Scale", "Direct Measurements" and "Indirect Measurement" and each runs for about 25 minutes. Parts I, II and III can all be loaded direct into a Kodak carousel at one time, with space to permit tape changeover.

There is no denying the excellence of the whole series, which obviously took a great many man hours to produce. This is evidenced by the great amount of information relayed very succinctly.

Part I deals with the need for a standard in measurement and with the on-site and scientific methods of standardization. Simple and lucid methods of illustrating the various factors affecting accuracy are used to great effect. Part II deals with the relationship of calibration to the initial accuracy of measurement, including the calibration of theodolite scales and the subsequent effect on the resolution of angle readings. Both programmes could be usefully shown to students of mechanical and production engineering in their study of metrology.

Parts III and IV relate purely to surveying. Part III covers direct measurement by tape, chain, steel band, both on the flat and in catenary, and electro-magnetic techniques. The diagram illustrating catenary could be improved by showing the catenary curve maintained over the measuring heads to the pulleys.

The theory of EDM is covered thoroughly and because of this is subject to criticism. A tape/slide lecture is rapid, succinct and highly economical in its delivery, thus the thorough coverage of the principle of wave propogation and phase comparison cannot be fully absorbed and appreciated by the student user. A much shorter and simplified approach is needed.

Part IV illustrates the principles of indirect measurement, the value of instrument calibration and even a brief and elementary mention of the use of error analysis as an aid to pre-survey planning. It deals also with the principles and use of all the optical distance measurement instruments and techniques. In this instance, a field introduction to the equipment is a necessary prerequisite to this section of the programme.

Finally, while the excellence of this production is beyond question it is very general in its approach, and so one questions its worth to the user. Can one afford the time from the very crowded curricula of most engineering students to show these programmes, knowing that most of the information will need to be repeated and amplified in formal lectures? However, this may be more a criticism of the over-teaching of engineering rather than the tape/slide lecture as a media for imparting knowledge.

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Lecture 7.30 p.m.

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COVENTRY
Tuesday 8 March, Wednesday 9 March
Coventry Technical College, Butts, Coventry.
Exhibition 12.00 Noon—6.00 p.m. Lecture 7.30 p.m.

LANCASTER
Tuesday 15 March, Wednesday 16 March
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Exhibition 12.00 Noon—6.00 p.m. Lecture (March 15 only) 7.30 p.m.

SHEFFIELD
Tuesday 22 March, Wednesday 23 March
University Drama Studio, The University of Sheffield,
Glossop Road, (corner Shearwood Road) Sheffield.
Exhibition 12.00 Noon—6.00 p.m. Lecture 7.30 p.m.

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The sound of Shakespeare from the Actor's Cooperative

MICHAEL PATTERSON on the Bard on cassette

The Times Shakespeare Cassettes. Macbeth, Henry V, Julius Caesar, Twelfth Night Romeo and Juliet. Times Newspapers Ltd, 32 Wharf Road, London N1 7SD. £4.95 each.

Free of the technical limitations of the theatre and of the heavy-handed realism of television and film, sound recordings allow the mind to construct its own images. Where the imagination is master, a cockpit will indeed hold the vasty fields of France. And, not to forget practicalities, sound is so much cheaper than the other media.

It is hoped to bring together performances of the whole canon of Shakespeare's plays on *The Times* Shakespeare Cassettes. Beginning with five of the most popular, they intend to produce one-hour stereo recordings of the thirty-seven plays and a selection from the Sonnets.

Some of the possibilities of sound are exploited most felicitously, as in *Twelfth Night* in which Viola and Sebastian are both played by Dorothy Tutin—as convincing a twinning as one can hope for. The alarming task of reducing the plays to an hour each has been accomplished with intelligence and without causing too much damage. This is achieved with straight cutting, brief linking narration, or the use of source material to bridge scenes, as with Holinshed's *Chronicles* in *Macbeth*.

Sometimes the compressed ending (as in *Julius Caesar*) seems rushed and a little confused, and there are moments when the action is obscure unless one is familiar with the text (is it clear on tape that Olivia's repeated question "What is your parentage?" is posed *after* Viola has departed ?).

It is also disappointing to find that some 10 minutes of each cassette have been devoted to critical comments which range from the moderately informative to the downright banal, as in the references to Dunkirk in *Henry V*. These could have been supplied as printed material.

More important than the structuring of the material is the directorial approach. Leigh Crutchley, who formed the Actor's Cooperative to provide casts for the plays, states that "The directors make no attempt to impose personal pyrotechuiques [*sic*], but use the words and the speaking of them to convey what they believe to be the meaning of the play." But this apparently laudable attempt to let the play speak for itself can be a route to what Peter Brook calls "deadly theatre".

Most of the performances have neither the extrovert individuality of the great Shakespearian actors nor the simple quality of someone honestly trying to present the meaning of the words. They lie somewhere between, neither theatrical enough nor real enough to make any impact. Only Dorothy Tutin as Viola and Barbara Jefford as Lady Macbeth and Juliet offer sensitive and truthful performances although others, such as Stephen Murray as Cassius, succeed well at times.

There is need for strong characterization when one is solely dependent on sound. Andrew Aguecheek, Malvolio and Feste are insipid and lack voice colour. Such characterization as there is tends to be on the level of the universal coarse accent for almost all the lower orders or of the improbable Irish brogue of Macmorris in *Henry V*.

While the decision to make Shakespeare's plays available on cassette can only be applauded, let us hope that in future the approach will become a little more imaginative. The justification for the series is to bring the texts to life, but these first five attempts will probably confirm the belief of most schoolchildren that the bard is well and truly dead.

A diverse range of form

by John Barker

Introduction to the Fungi
Set of fifty-four 35mm colour slides, card mounted, with teaching notes, £19.98. A shorter set of 20 slides, £7.40.
Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon.

The fungi are a fascinating group of organisms to study: they provide such a large and diverse range of form. This set of slides covers all the major groups of fungi, beginning with a slide of *Physarum*, a myxomycete, to Phycomycetes, the Ascomycetes, lichens, Basidiomycetes and ending with the Deuteromycetes (Fungi Imperfecti).

Emphasis has been given to illustrating macroscopic types and ones fairly commonly encountered. A number of economically important fungi are illustrated, including *Erysiphe*, *Nectria* and *Puccinia graminis*. The standard of photography is good. Some slides such as that showing the young zoosporangium of *Saprolegnia* and the one of *Daldinia stromata* are particularly fine. The set ends with a superb picture of a *Cytospora* spore tendril on a larch tree.

Only two slides do not really do themselves justice. The one of a species of *Penicillium* does not show the full extent of a typical spread of conidophores. The other, of *Alburgi*, needs a higher magnification to show more detail.

The notes by Dr S. T. Buczacki provide a good description of the fungi with relevant background information. The summary of the slides at the back of the booklet contains diagrams for slides which might otherwise be difficult to interpret.

The booklet would have benefited from better proof reading, the captions for two diagrams have been reversed and the magnifications for some slides have been omitted, but generally this is a very useful set for almost any course on fungi.

Schemes for traditional craftsmen

The DES has published an illustrated booklet, *New Directions in the Crafts*, which shows a variety of craftsmen at work using traditional skills which they have adapted for their own uses.

The Crafts Advisory Centre offers bursaries to enable craftsmen to pursue specific projects and there are now CAC grant schemes to hold group exhibitions and seminars and to produce publications and films to encourage the setting up of craft centres and of craft collections in regional museums. The DES booklet also gives a list of the organizations which can provide details about crafts in different parts of the country.

The toy bride and groom illustrated here were made by the West Country artist, Sam Smith, whose humorous wood "sculptures" have an enigmatic quality.

Free copies available from: DES, 38 Belgrave Square, London W1.

Rich sounds

by Hilary Lay

Cassotto Melodica 26, soprano, £18.05.
Cassotto Melodica 27, alto, £19.35.
Plastic tube and stand £1.45.
M. Hohner Ltd, 39-45 Coldharbour Lane; London SE5 8NR.

Hohner have introduced two new models to their existing piano key melodica range. The soprano and alto cassotto melodicas add a new dimension to the instruments.

The cassotto or sound chamber, beneath the keys, gives a woodwind tone and when the melodica is played like a piano the sound chamber acts as a base. The same rich sound can be produced by resting the melodica on the player's lap.

Like previous models the cassotto instruments can be played in two ways. Using the small mouthpiece the player supports the melodica with the left hand holding it downwards by a strap underneath the sound chamber. The right hand is left free to work the keys. Since the instrument is light and easy to handle even quite small children can play it.

An alternative mouthpiece, a long flexible tube, can be bought separately as can a small plastic music stand. These accessories have several advantages. The tube fits into the same opening as the small mouthpiece, mentioned above, and is held in the player's left hand. Played in the horizontal position the melodica introduces the pupil to a keyboard instrument.

The full rounded tone can be regulated by breath pressure. A light tonguing gives a staccato effect which contrasts with sustained unbroken phrasing, while dynamic variation and phrase shaping are governed by breath control. These are valuable elements in introducing woodwind technique.

As a melodic instrument doubling a vocal line, as chordal producing accompaniment, as a solo instrument or part of an ensemble, the cassotto melodica opens possibilities in the classroom and the wider educational field. In situations where a piano would be impracticable a melodica could be substituted.

Particularly valuable in the middle school the melodica should generate enthusiasm among those with no special musical talent, and for the more gifted serve as an introduction to traditional keyboard and wind instruments. The new instruments may also be used for musical therapy and the combination of breath and finger movement may help certain children with coordination problems.

Miniature life cycles

by M. J. Ostrynska

Looking at insects
by Gordon E. Simmons
Colour filmstrip, open reel or cassette tape, teachers notes. Double frame £6.90, Single frame £6.50
Educational Productions Ltd., Bradford Road, East Ardsley, Wakefield, West Yorkshire.

Educational publishers are becoming aware of the need for material that can be used by pupils themselves as well as by the teacher. Educational Productions are following this trend with their much praised "Looking at" series. *Looking at Insects* is the first to be presented as "an integrated filmstrip and sound recording designed to be used together".

The filmstrip consists of 42 full colour frames, 40 of which are photographs of insects in their natural environment. The other two frames are diagrams, entitled "Comparison of Life Cycles" and "Insects as a Topic".

The commentary lasts for about 50 minutes and is continuous, with no pauses or separate introductions for the sections as one might expect from the layout of the frames. The instructions for operating the filmstrip in time with the sound recording are clear; this is very useful if a pupil or a small group are using the soundstrip on their own.

Many pupils will not be able to concentrate on the soundstrip for 50 minutes. However, the soundstrip can be split into two parts by using the natural break when the tape reaches the end o or the soundstrip can b separate sections as th shorter lessons.

The publishers say soundstrip is intended middle school years bu of value to secondary s dents and also students of education. This impl soundstrip is suitable fo between the ages of eigh not a carefully thought o tional aim.

Different groups reached by using the alone, with various ca The frames are suitable middle school years, but recording is not. The ca is informative and factual of content is commendabl the most alert 13-year-o have difficulty in underst language used. The ca might be suitable for the mers and college of e students.

The best feature of Lo *Insects* is the filmstrip. Th raphy is excellent admirably the diversity It should capture the tion. Sadly, the sound which should have the filmstrip and providi individual study, group an introduction for a c topic of insects is not o high standard. Langu ties aside, the co delivery is poor, there rassing pauses and som commentator appears by the race to match frame ment.

Climatic conditions

by B. S. Roberson

Our Climate and Weather
by Alan Donlan
Soundstrip C 6947.
Single frame £6.50. Double frame £6.90 plus VAT.
Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, West Yorkshire.

This unit consists of a filmstrip of 23 frames, a cassette tape, and a small booklet of teachers' notes, which has a handy summary of the taped commentary. The content is substantial.

There is a brief opening on world climate and air circulation followed by six frames about weather recording instruments. The remaining frames are mostly on rainfall and cloud formation, including a set of the conventional Bjerknes diagrams. The studio drawn frames are clear and the material well simplified.

The soundstrip is part of a middle school science series but most of this content tends to fall within the geography timetable. The excursion into climate is unfortunate. The relationship of climate to weather is an extremely difficult concept and the strip wo done better to concen weather only. Climate is from studying weath generalization about clima come last, not first.

The general level is abou school, perhaps nearer 0 tape recording is far too to follow, and many of grams are the familiar experienced teachers, of lesson.

Some of the frames are and the technically inclined do well to mount these projection. The basic map tic weather will keep a c for a whole period, as will on weather associated with development.

There is a good labelled of cloud types, and the storm pair are a little date than some in textbook map of world climate is larly required for reference not all would accept these The diagram of world air tion, which holds good the oceans, is another used which is too elabora quickly self-drawn.

Uncle Sam at the Polytechnic

An American Studies Resources Centre has been established at the Polytechnic of Central London with the aid of a grant from the United States Government. The centre will be open during term time on Tuesdays, Wednesdays and Saturdays. It provides booklets and tape-slide programmes on such subjects as "Documenting the American West", "The Growth of Cities" and "The Plantation System" as well as video and audio tape interviews.

There are also exhibitions hire. These include "The Am Press as History 1917-41", supplies blown-up cartoons press commentary reflecting political history of the years in the United States.

Further information can be obt from Christopher Brook American Studies Resources Ce Polytechnic of Central London Regent Street, London W1R

TALKBACK

Charlie's story

Gilvray Adamson

Children from happy families do not need much more than the family can give in the way of social and intellectual development before the age of five.

But there are children, especially those in overcrowded inner urban areas, particularly from immigrant families whose parents have a limited knowledge of English, who need some form of supplementary care. This should be formal education rather than custodial care or unstructured play. And it can have striking effects even after early deprivation.

"Charlie" was a child of West Indian stock born in this country. When he started school he appeared slow to obey instructions, ran about the classroom vaguely, did not concentrate on playing with jigsaws or dinkie cars as other children did, and was easily distracted. His speech was indistinct and immature. When tested he got no score for a triple order, no score for copying a square, he did not know any of the primary colours, failed to understand about copying a mosaic and did not repeat a sentence. He was unable to recognise any words, even his own name. He could, however, count a few pennies.

He was reported by his class teacher to be inadequately toilet trained, he was unable to put on his outdoor clothes without help and he rarely used a handkerchief. The teacher said that when she addressed him he paid no attention to her, though he usually obeyed her after a time. He talked to her a bit, but certainly not as much as the rest of her class did. He did not play with other children, and never helped them. She said he seemed "completely unaware of other children, often sat, or talked or sang to himself."

When an appointment was made for Charlie's routine medical inspection it took three attempts to get his mother to turn up. His height and weight were below average, though not so low as to cause concern. The medical officer noted that his hearing, speech and development needed observation. His mother reported occasional incontinence. It was impossible to test Charlie's vision because he did not seem to understand what was needed.

In all, he seemed mentally, physically, emotionally and socially retarded, and a child whose physical and mental defects might be permanent.

I visited the home and noted: "Mrs C is a cheerful happy-go-lucky Jamaican girl with two small children younger than Charlie. She seems moderately intelligent within narrow limits. She says she does not like to be in the home for more than a few hours at a time. She likes to go out to work because of the company and because of the money. There were few possessions in the house but what there were were clean and in moderately good condition. No coal in the grate in what appeared to be the living room. Nothing but chairs, sofa and large television set. A square of carpet on the floor. Mrs C was wearing a good smart coat, and the children were well dressed. She works every day at the local hospital as a domestic. Her vocabulary is quite extensive, presumably because of her working outside the home (Jamaican women who stay at home as childminders seem to be less articulate). She understood all the questions without repetition. She says she talks to Charlie and he appears not to hear. She thought he really heard because he answered later or repeated what she said after her. He just doesn't seem to pay attention."

At the time of the interview the children's mother put them to bed at 4.30 pm, and left for work at the hospital. In school holidays she left them with any of a number of "friends": they did not take regular payment, but she gave them "something". There were no books or toys for the children, but she said Charlie often sat for hours watching television. As playthings he had "tins" or "sticks". Charlie had had four homes by the time he was five. His mother said she would have worked more hours if she could have had the children looked after more.

I returned to the area four years later, to carry out a follow-up study of certain children. I again gave them a vocabulary test myself, and other tests were given by their teachers. Although Charlie's score on the vocabulary test was still low, he scored much higher on the tests in general. In reading he ranked ninth with a reading age of nine years eight months (chronological age nine years six months). The average reading age for the groups was eight years five months. His score for arithmetic was not so good, but there were 10 children who scored lower. His score on the teacher's evaluation form was low, but not abysmally so.

I noted Charlie was still slow to react. He now wore glasses. He remained slow to move and to speak, but smiled when replying. Occasionally he misheard a word. In spite of his slow reactions he appeared intelligent and gave logical answers to questions.

Revisiting the home I found that his mother was no longer working, and she said she now quite liked being at home. She was dressmaking for the children.

Charlie at five had appeared retarded and unable to relate to his schoolmates. He might have been considered mentally handicapped or else poor-sighted or deaf. At nine the stimuli which had been lacking earlier had been provided by his school experiences, and he had learned to adjust both to school life and life in general.

His slow reaction to what was said to or asked of him remained, and so did the lack of concentrated attention. Only a further study would show if these characteristics were irreversible, or whether education and training in school could make up completely for deprivation in early life.

Is the deprivation suffered by many inner-city children reversible?

Gilvray Adamson is a consultant sociologist.

Whole-class English

Peter King

Chris Woodhead's case for abandoning the class teaching of literature (*Talkback*, November 26th) should not go unchallenged—however much one recognizes that it is likely to be the inevitable answer to mixed-ability teaching in the exam years, as opposed to teaching by sets.

It is because I feel there are good reasons for continuing the class study of literature that I would not countenance mixed-ability classes in the fourth and fifth years. I dispute that it inevitably follows that "passivity" is encouraged by class teaching of one book, and that this "militates against an intelligent enthusiasm for literature." This will depend on the calibre of staff, their experience, knowledge and enthusiasm, the variety of approaches employed, and their assumptions about teaching of literature.

Assuming one regards CSE as a two-year course, surely it is possible to achieve a balance between the class study of specific texts and a variety of more individual or small group approaches to literature? As the exam looms the former may provide the main approach, but there are still opportunities for the latter. And a well-balanced literature syllabus should provide for prose, poetry and drama, rather than just prose.

Poetry, in particular, lends itself to variety, especially with a "thematic" anthology: small groups preparing a short programme for taping or reading aloud, the making of wall displays or studypacks for the resource centre, individual preparation for reading aloud and discussion, a substantial amount of class reading and teaching—all can contribute to the enjoyment of a variety of poems, or the need to study aspects of the poet's craft such as rhyme and rhythm.

Drama is surely a corporate activity, with the class initially reading a play and, if possible, listening to a good recording. Pupils should have opportunities for theatre visits; some class study beforehand, apart from follow-up work, may make such visits more valuable.

Class study of a play does not always mean the conventional academic approach, with the work largely determined by the type of exam question. A play such as *Hobson's Choice* provides excellent opportunities for individual or group research: designing and drawing sets and costumes, finding out about different accents, drawing ground plans of how to stage particular scenes — all of which can be assembled into an admirable teaching "pack" for future students.

Such "background" work adds a new dimension to the class study, which is also necessary where the work is studied as part of an exam course. As with poetry, the more varied approaches enable all pupils to be involved in the work, rather than just listening to an exposition of the text by the teacher.

Prose texts are more intractable, approach depending on text. One can enjoy the shared experience of reading *Cider with Rosie*, not necessarily in its entirety, with opportunities for class discussion and individual writing of a whole range of "autobiographical" topics, whilst there is a similar value in reading and discussing *Lord of the Flies*, both standard CSE texts.

With *Animal Farm* pupils can read the book on their own, before seeing the BBC's television programme on its background. This can lead to fruitful discussion of the nature of fiction and history. All pupils can be asked to represent the main steps in the plot visually, as well as selecting a short extract to prepare for reading aloud and class consideration. Such extracts are used as one's main way of "teaching" the text.

Such class study, especially of prose, may not match the range of more individual reading schemes. But many pupils enjoy the detailed study of particular books along the lines I have outlined, and regret that examination pressures have not enabled them to pursue the wider range of reading suggested on departmental reading lists.

Peter King is Director of English Studies, The George Ward School, Melksham, Wiltshire.

Headmaster fellows

K. G. Collier

One of the problems of teacher-education is the mutual understanding between the institutions that provide professional preparation and schools that receive young teachers. Contacts between university or college tutors and school heads or teachers are numerous in the ordinary business of school practice, but they tend to be fleeting and superficial. Working collaboration is more effective, but more difficult to organize. The scheme described here may be of interest to colleges, polytechnics, l.e.a.s and teachers' associations concerned with the problem.

A Headmaster Fellowship at the College of St Hild and St Bede, Durham, was offered for a full college term each year. Two l.e.a.s, Shropshire and Cumbria, have taken part, one for each of the two winter terms. The head has been seconded on full salary by the l.e.a. and joined the college as a resident member of staff, doing some college teaching and feeding into college debate the grassroots experience of a head of long standing. In return he has received board residence for the term, the opportunity to stand back from his routine, to visit other schools, and reexamine his own work.

The head's teaching contribution has been largely within the education department. He has attended year-lectures in psychology, sociology and so on, and conducted seminars on the material of the lectures. He has sometimes offered a curriculum course for third-year students and supervised a small number for their long essay.

In addition he has shared in the supervision of students on block practices in schools, and sometimes in running a group practice in a school. Apart from general comments on this aspect of the work, one head remarks that "being involved with students on teaching practice and seeing the problems from their point of view and from that of the college was a valuable experience. The students would have appreciated more help from the teaching staff. . . ."

The head attended the regular departmental meetings of the education department. One Head of Education commented: "The difficult thing to measure is the value of having a practising teacher participating in and commenting on our work, and taking part in our deliberations as a department. This to me has been the more important aspect, although he could not have done this effectively, of course, without being involved in our teaching programme.

"My colleagues share with me the opinion that his term with us has been extremely valuable. . . . He was able to speak authoritatively about many practical aspects of education." One of the heads writes: "At the request of the head of education . . . I studied the secondary education programme in use. . . . The material was excellent in content and I felt that the education material in use in the college was realistic and relevant."

The visitor was also able to attend a number of meetings concerned with school-based experience, such as those of college staff with school teacher-tutors, and of the college's consultative committee with representatives of the teachers' associations.

Living in the college appears to have been greatly appreciated for the close involvement with staff and students. In one case a college flat was available and the head was joined by his wife. "Conversations with students, often continuing late into the night, are among our happiest memories of Durham. We found them all lively and interesting, frank and forthright, most of them committed to their studies and to their future careers as teachers."

The heads spoke warmly of the opportunity for concentrated and unhurried reading and thinking about issues facing their schools. One writes: "I had no doubt that my own study must be a detached and thorough reappraisal of the overall policy, curriculum and organization of my own school. . . . I did a good deal of reading—not the quick skimming through which so often is all that a busy head has time to do, but studying and note-taking and thinking. Above all, thinking. Separated from the school by 200 miles and from all the day to day problems which absorb so much energy, I have been able to take a long detached look and, I hope, to see the fundamentals."

The opportunity for reflexion was linked with the opportunity for visiting schools in Co Durham, and inquiring about aspects of school organization and curriculum that concerned them; they appreciated the willing assistance and welcome they received.

The experience seems to have flowed together into something rewarding and satisfying: "I have, as a temporary member of the college establishment, been able to get a far closer insight into the factors underlying the setting up and maintenance of a course of professional training than I could possibly have gleaned as a student—a 'customer', as it were—on a course of study. I have been able to live the full life of the college and absorb its climate in a way which could not have been possible under any other arrangements."

The satisfaction of the individual head does not necessarily mean value for money to l.e.a.s or to colleges so it is relevant to note the comments of the visitors on the overall value of the exercise. "In the wider context of college of education/school interrelationships, and the communication links between them, the potential value of a period of secondment such as I have experienced cannot, I think, be over emphasized.

"I would like all colleges of education to consider whether they should not have a schoolmaster fellow each term as part of their provision for in-service training under Cycle 3 of the James report. I know that heads and senior teachers would gain much from it; I hope that colleges, too, would have some benefit."

K. G. Collier was formerly Principal of Bede College, Durham.

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Reform—or illiteracy?

by Mark O'Connor

The English-speaking countries have largely accepted the need for metric and decimal reforms; but they remain oddly indifferent to the much more urgent issue of spelling reform.

All other major European languages have now accepted the commonsense principle that as a language changes during the centuries it becomes necessary from time to time to update its spelling. English's close relations, Dutch, German, and the Scandinavian trio, have all introduced spelling reforms in the past 100 years.

Even the highly conservative French have updated well over a quarter of their spellings since the period when English was last reformed, as well as introducing a system of accents to distinguish the vowels. Other countries *which have introduced spelling reforms* this century include Finland, Turkey, Holland, Korea, China, Indonesia, Russia, and the Portuguese-speaking nations.

The social and financial costs of continuing to represent the English of the twentieth century essentially according to the pronunciation of the mid-seventeenth are immense; in fact, the savings involved in metric and decimal reforms are negligible in comparison. Yet, during the last 100 years, reform proposals in English have so often come to nothing that a present-day reformer may well seem—and indeed often feels—only a step removed from a flat-earth man.

It is not, of course, that English is somehow fundamentally different from all other languages. Recent completion of the first full *History of English Spelling* (by C. D. Scragg in 1974) has removed a number of myths that held sway among laymen and among linguists of the Chomskian school, and shown that the lack of reform is due to historical accidents, complicated by bad judgment on the part of reformers.

When the seventeenth-century printers standardized for their own convenience the loosely phonetic spellings of the Shakespearian period, they did not know that they were putting English spelling into a straitjacket from which it could not subsequently escape. Yet the lack of any authoritative body to review this authoritative spelling (once established) led to its falling rapidly out of date. As the *living language* altered, *spelling* became fossilized and increasingly inappropriate.

The present spelling is not, as some of its defenders have naively believed, "an etymological system". (If it were, words like *beef, boss, jaw, or blue would be spelt boeuf, baas, joue* and *bleu*.) Ours is essentially an out-of-date phonetic system. As such it has become an immense barrier to literacy. One recent study showed that even a computer given 203 rules for spelling could predict only 26 per cent of the words which second form students are expected to spell correctly.

There are, for instance, no fewer than 30 ways of spelling the simple sound *eez*, as in *fees, please, seize, Chinese, keys, fleas, cheese*, etc. Even if a schoolchild can comprehend all of these variants, only one of them is correct in any given English word. For the less bright child, who may be just catching on that *ee+z=eez*, this is impossible—he simply gives up. And even the gifted child, under this provocation, may well reject books for more "sensible" media like television.

Up to 15 per cent of English-speaking children are commonly estimated to suffer from so-called specific learning difficulties with reading; yet elsewhere the figures hover around 1 per cent. Despite the equivocations of conservative educationists, there is little doubt that English spelling is responsible. As Tom Crabtree pointed out in his article "Dyslexia Goodbye" (*New Society*, Jun 1, 1976), the common alternative pseudo-medical explanations of illiteracy (e g "dyslexia", "word-blindness") are highly suspect, *if not simply dishonest*.

In addition, as the philologist Grimm pointed out, the "antiquated orthography" of English is an insufferable clog upon its prospects as a world language—especially at a time when such a language is vital to technology, commerce and the prospects of world peace and understanding.

Unfortunately, the very perversity of traditional spelling breeds "paradoxical attachment". The life-long habit of attention and the years of discipline and self-discipline required to master the present spelling create in most literate adults a strong prejudice against "incorrect" or simplified spellings, *which they come to associate with illiteracy* or stupidity.

The common mistake of the early twentieth-century reformers was to underestimate the strength of this prejudice. Instead of finding ways around it, they frequently advocated *reforms so radical* that *even the books* in which they were proposed had to be printed in conventional spelling in order to reach the public.

It was not until 1969 that Harry Lindgren, a British mathematician and linguist who now lives in Australia, published in his book *Spelling Reform: A New Approach* a carefully thought-out proposal which promises total reform of English spelling, via a series of easy stages, without major costs or appreciable disturbance of people's established reading habits.

Through the magazine *Spelling Action* (available from 40 McKinlay Street, Canberra 2604) his proposal has been widely popularized, especially within Australia, where its supporters include Nobel prize-winners, prominent politicians and academics, and also the Australian Teachers Federation, which has passed a resolution approving the use of Lindgren's first stage, "Spelling Reform One" or "SR1", as an alternative spelling in all Australian schools.

English words are composed of some 40 *basic phonemes*. Lindgren's initial proposal, SR1, is the use of the letter E for the clear, short-E sound as in *bet* or *get* in all English words: e g, *eny, meny, redy, sed, insted, bed, spred, tred*, etc. (Purists may be interested to note that Milton, one of the last great English authors to resist the seventeenth-century standardization, was already using most of these forms.) The SR1 rule affects *on average one word in 150*.

Yet SR1 could lead within a few decades to a far more complete and theoretically ideal reformed spelling than earlier reformers dared to propose. Once the E-reform was internationally accepted, Lindgren argues, *people could see for themselves* that the common objections to reformed spelling are as invalid in English as they are in other languages. It would then (not earlier) be time to set up an international committee to arrange for the introduction of a series of similar slight changes (SR2, SR3, etc) at the very moderate rate of one a year until reform is complete.

The benefits of such step-by-step reform would appear surprisingly early. For instance, a mere four such annual reforms, after SR1, could make the short vowels A, E, I, O, and U as regularly spelt in all English words as they are today in *bat, bet, bit, blot* and *but*—an immeasurable advantage.

It is too early to say whether SR1 is a movement whose time has come. Its best prospects lie in the fact that even conservative *educationists are beginning* to admit that the choice for English countries lies between spelling reform and ever-increasing illiteracy. If this becomes publicly recognized, parental concern may well force the schools to introduce reformed spellings.

Meanwhile, there is a *possibility* which even the strongest opponents of reform may care to ponder. Imagine that all reform proposals fail, and continue to fail for the next three centuries; so that the English of AD 2250 is still being written essentially according to the pronunciation of AD 1650 or earlier. If so, one prediction is safe: no one but scholars will be using it.

The drawbacks of i.t.a.

by Cedric Cullingford

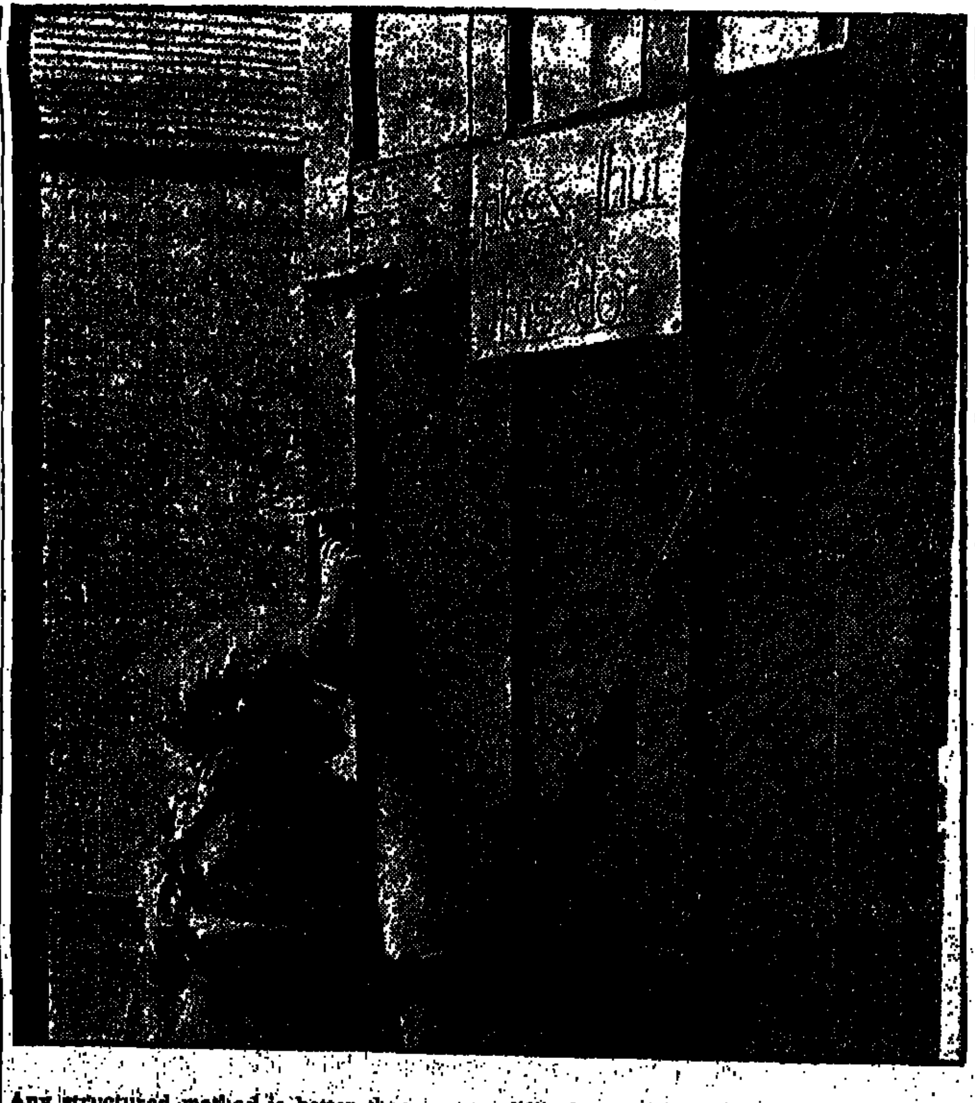
In its own cautious way, the Bullock report approves of the initial teaching alphabet and suggests that those who adopt it should be given every support. This approval reflects the general welcome i.t.a. has received.

But the Bullock committee not only approves of it, it allows itself a sideswipe at those who look at it in any other way than pragmatically, with a view to its adoption in the classroom. "We hope [the teachers] will make their own objective assessment of the various arguments for and against and not accept the tendentious statements that are still made by some of its advocates and opponents."

It is difficult to understand what the committee means by "objective" when it passes on no evidence itself. When it talks of "examining i.t.a. on its merits" it does not in fact mean its merits, but on whether it happens to work or not. This is like encouraging disillusioned teachers to give it up even if the reasons are the lack of supporting materials rather than the faults or virtues of the method itself.

Virtually all the discussion about i.t.a. has been at a purely pragmatic level. Research studies concentrate on basic comparisons of results between one method and another in so far as they enable children to learn to read faster or not. Many of their findings are reflections of the opinions of teachers, inspectors, parents and members of committees. The "tendentious statements" arise because there are few objective arguments about the theory and design of i.t.a. To some extent this is because i.t.a. is itself based on pragmatic principles; a simple answer to a supposedly simple problem. It seems to have been taken for granted that if you accept that English orthography is complex then you should accept the premises of i.t.a.

One of the results of all this pragmatism seems to be that more schools are thinking of dropping the experiment. The early successful results might have been achieved by the enthusiasm of teachers using a new method for the first time. And at least they were using a real method; the early comparisons tended to be made between i.t.a. and rather muddled traditional methods, based on no particular theory or understanding.



Any structured method is better than none.

Some of the same teachers have, however, lost their initial enthusiasm. Others have found it possible to create a structured system more sensibly and more successfully than i.t.a. It is time we looked at some of the attitudes expressed in i.t.a., in case the diminishing successes are signs of a failure in the method itself rather than signs of a failure in "pragmatic" teachers. If i.t.a. is abandoned it will not be purely for pragmatic reasons.

The root cause of the dissatisfaction with i.t.a. does not lie in the lack of background reading materials, the lack of library books, the paucity of help at home or, indeed, the difficulty of transferring from i.t.a. to traditional orthography. The basic dissatisfaction arises out of the nature of i.t.a. itself and its implied attitude *towards the child* and the way he learns. Despite the concern in modern educational thinking with attempts to overcome the split between home and school, i.t.a. creates an immediate contrast between the kind of learning that takes place at school and the kinds of visual experience a child has outside school.

Learning to read (and school) is seen as a process through which you go in order to achieve a certain standard which fits you for normal experience. This technique has a *specific purpose; it is not associated* with continuing growth (or a language for life) for it suddenly comes to an end. There are constant reminders that the language and spelling of schools are not that of the world, and that the rules of school are more fixed and certain. No wonder, *therefore*, that a child who has followed i.t.a. closely finds the reversion to traditional orthography very difficult.

But the main limitations of i.t.a. are even more "objective". As a reading scheme it obscures some of the basic rules of our language. In its concern with simple sound/shape values it ignores the morphology on which English is based. It replaces sound values for the spelling of words which reveal the stems from which they derive. At the same time i.t.a. oversimplifies the teaching of *phonemes*; it breaks the particular tension between different sound values under the same general letter.

Some recent research has shown how accurate and subtle is a child's hearing; he has, therefore, difficulties in understanding the *convention of sounds that we call* phonemes. Phonological rules are not as rigid or exact as i.t.a. might imply: in fact i.t.a. not only causes embarrassment by laying down definite pronunciations which cannot cover different accents, but also muddles the acceptance of phonemic sound values. Its very rigidity prevents learning of the kind needed in reading normal material.

As a result of this i.t.a. causes difficulties in spelling. It is nowadays, it seems, more difficult than ever for children to learn how to spell, because they listen to much more than *they* read. Between the television and the radio children listen to names and words they try to spell phonetically, and many spelling difficulties arise because they do not see, or if they see do not understand, the basis of the way a word is spelled. I.t.a. does nothing *to help. It uses simple sight/sound* relationships which encourages children to oversimplify their spelling. Our language, whether we like it or not, cannot be divided into arbitrary units one of which is fixed sound values. I.t.a. obscures the principles of morphology and phonology on which English is based.

The dissatisfaction teachers have felt has arisen because they need a means of teaching reading which is not only structured but relevant to the whole language development of the child. I.t.a. is an interesting and worthwhile experiment which has the merits of being a definite method of teaching. But we are finding better means of teaching which are more relevant and are not contrary to the spirit of the Bullock report. In the end i.t.a. can only work when the whole of English *orthography* is *changed*; but then it won't be needed.

Cedric Cullingford is assistant director of studies, Charlotte Mason College of Education, Cumbria.

EXTRA

CHILDREN'S BOOKS

Past mistress

Mary Hoffman interviews Penelope *Lively*, *winner* of the Whitbread Award for children's fiction

Several old samplers quietly admonish from the walls of Penelope Lively's writing room and ammonites lie curled in the chunks of blue lias on her desk. Both are appropriate totems for an author so intrigued by memory and the *ghosts of time; they combined* as the starting point for *A Stitch in Time*, which has just won the children's section of the Whitbread award. It's the story of a lonely, introspective 11-year-old, Maria, who spends a holiday at fossil-rich Lyme Regis exploring the mental maze of time. Backwards to the Victorian child Harriet who stitched a sampler in the house Maria's parents are renting and forwards to the person she will herself imperceptibly grow into.

It was not Penelope Lively's first variation on this theme; in 1973 she won the Carnegie medal for *The Ghost of Thomas Kempe*, a comedy of inconvenience in which a *twentieth-century boy is patronized* by a seventeenth-century poltergeist. Layers of the past, whether in people or in places, are what fascinate her. "Our personal memories are what we are and our collective memory, which we call history. We have to accept our collective past, and it's an important part of growing up to realize that nothing is static".

Mrs Lively, who now lives in Warwickshire—her husband is Professor of politics at Warwick University—was herself a historian at Oxford. Once her two children had started school she thought first of returning to history as an academic discipline. Instead, as she read more within the subject, particularly of landscape history, she wanted to write about the tricks that time plays and the ways in which memory distorts. She made her first book, *Astercote*, for children—*for the modest reason* that she thought "these ideas would already be familiar to adults".

In the six years since then she has produced a stream of novels for older readers as successful as they are *intelligently written*. Even the most haunting and nostalgic of them is spiced by a nice wit and, although concerned with recurrent themes, they are all very different. After the funny *Thomas Kempe* came *The House in Norham Gardens*, which combines the histories of people and a place with the living past of a tribe in *New Guinea*. The *heroine*, who lives in the house with her ancient great-aunts, constantly meets them coming forward into the seventies as she delves back towards the beginning of the century.

Penelope Lively's own favourite is *Going Back*, scarcely a children's book at all. A grown-up woman with a family of her own returns to the house where she shared a wartime childhood with her brother, on the day the removal men start work. The story is told in retrospect through all the distortions of memory that come shuttering down between childhood and maturity. "Everyone thinks it's autobiographical", *says the author*, "but I *never* had a brother. It's the book I've been most emotionally caught up in—writing it was like going through a very difficult birth".

She was an only child herself and *is clearly pleased when her portrayal* of family relationships is found convincing, but although her childhood was lonely it was not unhappy. "I never wanted brothers and sisters, though I could have done with more people to play with—and more books." Born and brought up in Egypt, her glimpses of England, before the age of 12, were limited to memories of wet country lanes and red wellingtons on summer holidays. It was always a big event when the cargo ships came to Egypt bringing essentials like soup and matches and unpredictable packages of books, including the much gloated-over Arthur Ransomes.

When her parents divorced at the end of the war she came to live with her grandmother in England and was sent to boarding school in Seaford. It was the most miserable period of her life; one of the standard punishments at the school was to be sent to read a book in the library. "I was once summoned to the headmistress's study for having the *Oxford Book of English Verse* in my locker. She asked me if I had read it and when I said I had, I was firmly told that it was quite unnecessary as we would be 'doing all that sort of thing' in our English lessons." She pauses thoughtfully before saying, "I don't think we have anything like that kind of philistinism in schools now".

Penelope Lively outside Duck End, her Oxfordshire home.

But the school is not forgiven. It comes again, in agonized understatement, when Edward is sent away to board in *Going Back*. What Penelope Lively stoically endured in real life, the two fictional children run away from in a glorious temporary escape. Unforgotten too are the well-meaning attempts of *people with large families to be* kind to poor little Penelope who was on her own. Such characters, like the cousin in *Norham Gardens*, bring out the claws which are usually kept elegantly sheathed: "One was forever tripping over one's own mistakes, not knowing the code word for areas of house or garden, or, ignorant of some custom or ritual, being put right by kindly six-year-olds." Yet Mrs Lively envies the "capacity for ganging up" that large families have, and says, "I would rather have written one or two fewer books and had one more child."

The children's book she would most like to have written is Russell Hoban's *The Mouse and his Child* but she was not brought up on all the standard children's classics. "I must be the only children's writer there is", she says, "who has only just read *The Secret Garden*." What did she think of it? "Well, I was a bit irritated by the sentiment but do you know you can actually learn the principles of rose-pruning *from it?*" *Perhaps because of her* Egyptian childhood, Penelope Lively has been very concerned to put down roots in England.

The family have just bought an old farmhouse in North Oxfordshire and she has already started gardening in the snow—"It's quite true what Beatrix Potter says: there are Town People and Country People, and I'm a Country Person." She still suffers from what she calls "the displaced person syndrome" and says she sympathized strongly with the secretary of a Welsh Nationalist group she met, who turned out to be a Polish refugee. "It's the need to belong", she explains, "I'm like a dog about places."

At present she *is* working on another comedy, more in the vein of *Thomas Kempe*, about a group of animals in England who survive a second flood. But before that is published, her first adult novel *The Road to Lichfield* will be out in June. A woman has a love affair while visiting her dying father in Lichfield and finds out many things *she never knew about him, his long-*term mistress for one. An example of how, although we do not expect to be understood by our parents, we are indignant when they elude and surprise us.

If this new venture goes well, Penelope Lively hopes to alternate between children's and adult novels, like many other successful authors. But it is typically unassuming of this most prolific and professional writer that, when filling up a passport form recently, she left the space under "occupation" blank. "I just couldn't bring myself to put 'writer'."

Penelope Lively's novels are published by Heinemann.

"Teachers have
discovered that, in
coming to terms with
the challenge of
teaching children
to read, they find
themselves asking
over and over again,
'What is reading *for*?'"

THE COOL WEB

Margaret Meek · Aidan Warlow · Griselda Barton

In this collection of over fifty essays the editors set out to answer this basic question of what children actually get out of reading, and, in particular, of reading stories. What do children gain by entering what Robert Graves calls 'the cool web of language'?

The essays, linked together by the editors' own critical commentary, are divided into five sections: *The Reader*, an analysis of the function of reading; *What the Authors Tell Us*, how those who write for children see their role; *Approaches to Criticism*, the application of critical ideas to children's books; *Ways Forward*, advancing the frontiers of study; and the *Bibliography*, which supplies a list of books that deepen and extend the ideas raised here. £7.50

For a detailed list of contents please write to: The Publicity Department, The Bodley Head Ltd., 9 Bow Street, London WC2E 7AL

BODLEY HEAD

Braving the storm, winning the prize

Stephen Corrin on folk tales from all over the world

Kanata. An Anthology of Canadian Children's Literature. Edited by Mary Rubio and Glenys Stow.
Evans £6.25. 237 44861 0.
Tales from Central Russia. Retold by James Riordan. Illustrated by Krystyna Turska.
Kestrel £4.50. 7226 5130 9.
Donegal Fairy Stories. Collected and told by Seumas MacManus. Illustrations by Frank Verbeck.
Dover paperback £2.10. 21971 2.
Scottish Folk Tales. Retold by Ruth Ratcliff.
Muller £2.75. 584 62393 3.
Indian Tales. By Jaime de Angulo. Illustrated by the author.
Sphere Books £1.50. 349 10020 9.
Folk Tales from Asia. Book Four. Asian Cultural Centre for Unesco. Weatherhill / Heibonsha. Distributed by Phaidon Press £2.75. 8348 1035 2.
The Tale of the Golden Cockerel. By Alexander Pushkin. English version by James Reeves. Illustrations by I. Bilibin.
Dent £2.95. 460 06777 X.
The Magic Egg and other folk stories from Rumania. Retold by Marguerita Rudolph. Illustrated by Wallace Tripp.
World's Work £2.90. 437 72701 7.
Hum-Hum and Gurigoo. By Francois Raoul-Duval. Illustrated by Agnes Molnar.
Robson Books £1.95. 903895 67 6.

A trip through Alaska and a ferry across the Bering Straits and you have made it from Canada into the territory of Mother Russia. The relative proximity is startling. Perhaps because of this and the climatic and geographical similarities—unlimited expanses of land, dense forests, mighty lakes and rivers—James Riordan's tales from Central Russia are not all that different from those in *Kanata*, an anthology of Canadian children's literature whose theme is "the country and its people as seen through the eyes of the original communities".

The editors, who are to be congratulated on a brave venture, hope that "reading these stories will help us to see how many different people from many different times and places have made this land into their community". Those of us whose acquaintance with Canadian literature is confined to the writings of, say, Stephen Leacock and Mazo de la Roche, will welcome this volume where the birthdates of the contributors range from 1803 to 1901 and which includes a member of the Tse-Shaht tribe of West Coast Indians and a translator of two Eskimo poems. One is left with a keen sense of the history, traditions and atmosphere of a growing bustling people. Both the Russian and Canadian tales deal, basically, with man's attitude to nature, where the heroes are "the gods of sun, sky, light, thunder and water", while the enemies are "the gods of darkness, winter, cold, storms, mountains and caves".

But whereas the subject matter in Dr Riordan's collection is common to folk tales throughout the world (though the style, of course, is essentially Russian), the stories in *Kanata* could come only from Canada. James Houston's "Across the Mountains"—an unforgettable account of an old man's fight against nature in the raw—sets a standard which, not unsurprisingly, is not always equalled by the other contributions. But to this category of adventure, illustrating the grim, pertinacious bravery of the early trappers and pioneers belong "The Fire" by Susanna Moodie, a sober description of a terrifying conflagration on a homestead in a temperature of some 20 degrees below zero; "The Snow Storm" by Helen Marquis (just imagine trying to snatch a few pailsful of water from iron-hard frozen snow in the pitch blackness of a blinding blizzard—in your own back-yard); and "The Shipwreck" by W. Percival Way, a chillingly realistic account of a disaster at sea. In lighter vein are Natalie Carson's quite hilarious "Jean Labadie's Big Black Dog", prize-winner Kay Hill's "The Rabbit Makes a Match" and Sir Charles Robert's "The Bear That Thought He Was a Dog", a spanking story with the ring of ethological truth.

All in all *Kanata* conveys a vivid picture of the incredible hardships of the early settlers in the beginning of this century, more especially in the little exploited territory of Saskatchewan, but also in Alberta and Manitoba.

From the vast storehouse of the great Russian collector and systematizer, Alexander Nikolayevitch Afanasiev, James Riordan's selection is the third of its kind to be published in England in the past couple of years. An intelligent choice allows the old favourites to play a prominent part: the wise maiden, Vassilisa the Fair, the bold woman warrior, Marya Morevna, Koschay the Deathless (whom Dr Riordan calls Old Bones the Immortal) and, of course, the bony-legged, pestle-and-mortar-propelled Baba Yaga in her manifold manifestations. His use of words like "chortle" and "bowling over" is sometimes questionable but catchy jingles in the body of the prose effectively suggest the spirit of the original. Krystyna Turska's drolly romantic black and white drawings capture the spirit of Old Russia.

A glorious spirit of hyperbole pervades the enchanting *Donegal Fairy Stories* (an unaltered republication of the 1900 edition with Frank Verbeck's inimitable page decorations and drawings), which sets it somewhat apart from the Russian and Canadian anthologies and is matched only by some of the Gargantuan exaggerations which besprinkle the pages of the Scottish collection.

Take, for example, "the flash of the Terrible Sword of Light which travelled thrice round the world every time it was drawn" or the labyrinth of impossible feats of valour achieved by Ciad, son of the King of Norway. The mind reels, and wonders how the unbelievable sequence was maintained throughout the numberless generations of chequered oral transmission. One is also left with the (perhaps otiose?) question why it is that the contestants in such stories as *The Snow, The Crow and The Blood* are invariably in danger of losing their heads. The answer, perhaps, is that the added risk and gamble add to the excitement and enhance the value of the prize—for without the lethal forfeit every Tom, Dick and Harry would have a go; the riff-raff having been eliminated, the élite are left to compete for the beauteous princess.

There is, thankfully, very little overlap with the riot of other recent Highland collections in Ruth Ratcliff's *Scottish Folk Tales*, which includes some rarely told and uncommonly gruesome stories. "The Swarthy Smith of the Socks" amongst other horrors, has two matricides and a fair old dose of dishonesty, which, conceivably, might conflict with the inexorable laws of the young child's code of justice. It would be intriguing, though, to see the effect of this meaty tale on a class of tough nine-year-olds. The same could be said of *Mac Iain Direach*: there would be little point in trying to defend this sort of deviousness to young readers but it would be a shame to let them miss the opportunity of hearing this spicy retelling.

The "animal spirits" in *Indian Tales* are not, we are told, substitutes for men but "reflect the life force rooted in all things". Fifteen years of living among the Indians, "acorn soup, pinole mush, bad smells, smoke, dirt and all" plus "the eternal gossip and bickering of the medicine men" are humorously reflected in this rambling account of a journey by some of these "spirits" through the mountains and valleys of California—a curiously disturbing medley of whimsy, fiction and hard anthropological fact. Dominated by the enigmatic figure of Coyote Old Man (who knows "what's happened after the before and before the after"), the book presents many puzzles to our western modes of thinking, but a satisfying clue is suddenly provided in its final three pages.

Book four of the Asian folk tales repeats its pleasant format and claims yet again to convey "the real flavour of Asia". How on earth can a continent so multifarious have a distinctive flavour? Of the contribution from Laos (one of the nine countries represented), it could be said that it has élitist overtones whose effect on a class of multiracial pupils might well be divisive rather than to create a "sense of common identity".

James Reeves's quietly poetic version of *The Golden Cockerel* presents something of a contrast to the glowing colours of the art nouveau decorations in this lavish production. The tale, incidentally, is not a Pushkin original but a pastiche of Washington Irving's *Legend of the Arabian Astrologer*.

The delightful drawings in *The Magic Egg*, mainly concerned with the friendly shrewdness of Comrade Reynard, do more than justice to a rather tame text.

And finally, for the very young, *Hum-Hum and Gurigoo* has enormous double-page pictures to illustrate an appealing little myth about the origins of rivers and oceans, based on the legends of South American Indians.

An illustration from "The Speaking Bird", one of the stories in "The Arabian Nights", edited by E. Dixon and illustrated by Joan Kiddell-Monroe. This is one of Dent's Children's Illustrated Classics paperback series which are excellent value at £1.50 each. Other newly-published titles are "The Water Babies", "Tom Brown's Schooldays", "Tom Sawyer", "Pinocchio", "Robinson Crusoe" and "Black Beauty".

Once upon a time . . .

Shirley Toulson on anthologies of stories

Young Winter's Tales 7. Edited by M. R. Hodgkin
Macmillan £3.25. 333 18547 1.
Funny Folk. By Aidan Chambers.
Heinemann £3.50. 434 93161 6.
Tales Told by a Machine. By Gianni Rodari, translated by Sue Newson-Smith.
Abelard-Schuman £1.75. 200 72458 4. 50p. 200 72457 6.
Dragons and More. By Mildred Davidson.
Chatto and Windus £2.75. 7011 5101 3.
Pigeons and Princesses. By James Reeves.
Hamlyn 50p. 600 37133 6.

Young Winter's Tales is an annual offering to the sensitive, booksy 12 or 13-year-old who will not feel too alien from the goings-on at genteel private schools for young ladies, where the teachers repine for lost loves. This year's collection runs true to form. There is a pleasing timelessness about the stories and poems here (E. Nesbit would certainly not be out of place, could anyone discover an unpublished fragment).

As it is there is the usual mixture of established writers (James Reeves and John Fuller have both contributed poems) and new names. This year offers one surprise: an extraordinary and successful story of the supernatural by Dorothy Edwards, best known for rather cosy, domestic tales for the under-fives. Among the authors which were new to me, I was particularly impressed by Tanith Lee, who has an eerie and moral tale of a white witch who defies personifications of winter and death; and by Winifred Froom for managing to describe an old woman's attachment to a nursing chair in a secondhand furniture shop, without tumbling into appalling sentimentality.

But a good laugh was missing. Marjorie Darke almost amused me with her accounts of two sixth-form boys who find a flying broomstick, but, unlike the lads, the story never really got airborne; and Priscilla Eckhard did raise a smile or two for her awful "creative" grown ups, who are too busy with their tiny obsessions to notice the world around them.

I did not find much to laugh at in Aidan Chambers's *Funny Folk* either, which was more of a disappointment considering the author and the title. It is not that I have any objections to Mr Chambers finding the comic and the macabre to be as closely related as the two monasteries of his Yorkshire tale, in which Brother Jocundus is successively immured for his uncontrollable jollity. Ghosts, skulls and coffins haunt the pages of these tales culled from folk lore, newspapers and one Donald McGill postcard. The idea of making such a collection to prove that there's "nowt so funny as folk" may have been a good one, but the life has leaked away somewhere, and this wooden lot hardly raise a grin or a shudder between them.

Gianni Rodari is not much more successful with his *Tales Told by a Machine*, especially when he tries out some short silly stories, which are often no more than supercilious aphorisms. He is better when he develops a surreal situation, although he lacks the stern logic that the truly absurd demands. To make up for that he can produce characters of a gentle, amiable zaniness like the piano-playing cowboy and the grandfather, who turns into a cat and joins a protest demonstration to demand a cat star.

That sort of genial ludicrousness infuses many of the stories in Mildred Davidson's *Dragons and More*. She has the rare gift of creating slightly off-beat fairy tales that retain the magic and mystery of the old legends of knights and dragons on which they are tenuously based. Her dragons may behave in undragonlike ways—they can fall in love or behave like lap dogs and civil servants—yet they never become cuddly. Miss Davidson is not afraid of a bit of allegory or an oblique moral; and she knows how to create individuals out of Persian Princesses, Caliphs, old mothers of three sons, and all the other stock characters who feel at home with dragons.

In this she is close to James Reeves, who always enhances the mystery of "once upon a time" with the immediacy of everyday. His five stories which make up *Pigeons and Princesses* were first published in 1956. It is good to welcome this paperback edition of them, especially as it comes with Edward Ardizzone's perpetually delightful drawings.

Celtic twilight

Beyond the Boundary. By A. C. Stewart
Blackie £3.50. 216 90153 7.
Mark Time. By Sam McBratney
Abelard £2.75. 200 72456 8.

Journeying to discover oneself and the world is a common subject for children's fiction. Two books which take a fresh look at this theme bring more than geographical flavour from their respective settings of Scotland and Northern Ireland.

Beyond the Boundary is a dour, complex book, set in the hills of Galloway. It tells of the birth and life of Donul, a girl abandoned by her mother and brought up in seclusion by her father's servants. Donul is unloved and equally unloving, hard as granite and determined to be a boy. The villagers are convinced that she is a witch and the shepherd, who alone attempts to show her human kindness, is hampered by his shyness and the girl's unbending nature.

The story traces the pilgrimage of the soul from a fierce walled-up shell of silence through to the first signs of a thaw and a promise of spring. But Donul's world is a vale of sorrows, punctuated by moments of short-lived happiness. Even at the end, when she leaves the valley to travel south to England across another boundary, there is more than a hint of the possible suffering and loneliness that await her.

A. C. Stewart has captured the bleak atmosphere of a countryside barren of everything but sheep and hills and heather, where a mystic, celtic twilight broods. The land and the characters are poignantly observed, but there's no room for sentimentality. Indeed, my only reservation is that the sombre integrity and the richness of texture suggest a very deep and complex vision of life for children—something between *Middlemarch* and *Wuthering Heights*.

The same could hardly be said about *Mark Time*, a deceptively simple story of an 11-year-old boy in modern Belfast. It is full of the fears and taboos of childhood; the gang and their leader, the Shampoo Kid; fierce battles to cross a notional "line"; sticks and stones and dustbin lids—while the world of adults and ghostly grey relatives hovers on the sidelines, half-comprehended and uncomprehending, a world of double standards.

There are some hilarious moments, such as when Mark calls his mother a "fascist shit", without the remotest idea what it means. He has heard his father describe the minister as such and likes the sound of the word. And the meaning of words is a central theme—the power of words, the reality of words, the insubstantial nature of words. "The line", like Falstaff's honour, is a word; describing your enemies as Fenians makes them seem a lot more hateful; sticks and stones may break your bones, but the Shampoo Kid runs amuck when someone writes a message about the nits in his hair.

Sam McBratney's style is as lively and witty as Keith Waterhouse of *There is a Happy Land*, as his hero struggles towards an identity, towards an awareness of the opposite sex and of the strange ambivalent world. This book can be read on several different levels; it is always tough and realistic with an underlying warmth and humanity.

Peter Fanning

Recipes for success

Audrey Laski

What's Cooking? By Jan Hopcraft.
Dent £1.95. 460 067 109.
Cooking for Special Occasions. By Marguerite Patten.
Pan 40p. 330 24764 6.
A Young Cook's Calendar. By Katie Stewart.
Pan 40p. 330 24566 X.

It is a thoroughly satisfactory state of affairs that the great cookery book bonanza has spread to the children's book market; the more children, of both sexes, who can be encouraged to regard cooking as a pleasure and an art rather than as a chore, an examination subject, or a dishing-up of fish fingers, the better for the quality of life.

What's Cooking? is an admirable starter, though there is no indication from the publisher of what age group it is intended for. It takes the young cook thoroughly seriously, beginning with a scheme for taking over the whole of the family's meals for the day. The recommended meals have a grand ambition: lunch is Honey Brown Chicken, and mother will clearly have to look to her laurels after the family has tasted this. The recipes are laid out in carefully numbered sequence, and no details which might be unfamiliar to the inexperienced seem to have been left out; there is little danger of repeating the party meal in *Little Women* ("salt instead of sugar and the cream is sour!"). Having got her readers into the rhythm with this day's success, Jan Hopcraft goes on to a wide range of savoury and sweet dishes, cakes and candies.

The production of the book is elegant, with a single recipe to each page, and illustrations which are themselves good enough to eat, and it is bound to lie flat, an important quality for a cookery book.

The same, alas, is not true of the paperbacks published by Pan/Piccolo and, while applauding their enterprise in putting out these low-priced volumes, I feel bound to point out that a cookery book which cannot be laid down without breaking its spine is not adequately practical. This is particularly unfortunate with regard to *Cooking for Special Occasions* which is a thoroughly practical book in other respects, using easy symbolism and jolly illustrations to clarify instructions for the young cook, and suggesting such confidence-building activities as preparing food for a party for younger siblings, or coping when mother is ill. Here, too, the sets of instructions are well broken up, and, as a protection to eight-year-old cooks, there are frequent tactful warnings and suggestions that an adult might help with certain activities.

It is this concern I find missing from *A Young Cook's Calendar*. There are some pleasant recipes and ideas here, but a young child's cookery book which recommends the reader to flame the Christmas pudding by setting fire to brandy in a ladle and pouring it over the pudding seems to me outrageously irresponsible; it should certainly not be put in the hands of anyone much under 14.

From trees to towns

The Rise of Man. Edited by Professor D. Brothwell.
Sampson Low Visual World Library £4.50. 562 00043 7.

It is difficult to imagine why such a fascinating book should have been produced without a further reading list. But despite this omission, this is the book for anyone who wants the complete story of man from the trees and the cave to the urban community.

Probably only a team, rather than one author, could have produced such a comprehensive and authoritative biology of man, an account which, although comparatively short (160 pages) is in no way superficial; it has been well edited and shows no sign of plurality of authors. A clever device to avoid interrupting the story is to deal with specific subjects in a series of inset panels rather than footnotes, e.g. "The characteristics of the primates", "The Celts", "The decipherment of linear B" etc.

Some of the events in man's long history have a strangely modern ring about them, particularly, perhaps, the fact that by the end of the Pleistocene period (some 15,000 years ago) over-killing for food had already caused some mammals to become extinct. And as metal tools replaced stone, the need for fuel for smelting, in addition to wood needed for pottery kilns and cooking, greatly extended the deforestation already started for his fields by neolithic man, whose "heedless devastation of the world around him had begun".

Man's evolution and development is a continuous story and, as new finds are made like the recent discoveries in Thailand, chapters have to be rewritten; this excellent book brings the reader at least up to yesterday.

R. C. Vernon

Resourcefulness

World Resources Series
Oil. By John Cranfield and David Buckman.
85078 230 9.
Iron and Steel. By J. P. Saville.
234 1.
Priory Press £2.75 each.

These two books provide brief surveys of selected topics at a level suitable for children from about 12 years old. Both are clearly written and planned, and both plentifully illustrated with well-chosen photographs and diagrams.

The book on *Oil*, for example, concentrates on the practicalities of finding oil, transportation, refining, marketing, world resources, offshore oil and the future. No attempt is made to move into more abstract areas, and there is no discussion of the relationship of past movements of the continents to the locations in which oil is found today, nor is there any speculation about oil reserves located in as yet unexplored offshore sites, such as the Barents Sea. In this sense the book (and its companion) is conservative, a little bland, and unadventurous.

But the books do at least nod in the direction of "the environment" (as the title of the series would suggest) and the discussion of pollution in the context of the iron and steel industry is used as a platform to suggest ways in which other industries might improve their own behaviour. Both books also make a minimal gesture at encouraging further study, with provision of brief glossaries, short guides to further reading and other sources of information, and in each case there is an index that is rather less than adequate. The paucity of end matter is a pity, but they would both be assets to any school library.

J.G.

Lucy the chimpanzee demonstrates that she can communicate. "It's Life with David Bellamy" (Macdonald Educational, by arrangement with Thames Television, 85p) is designed to provide background reading for the television series of the same name and claims to turn the reader into a Biological Super Sleuth. The clear illustrations are a major element in conveying information on a wide variety of topics.
There are cartoon-style drawings to show the influence of "signals" like heat, noise and smell on an individual, or to illustrate the connexion between calories consumed and energy, as well as explicit photographs of a baby being born and diagrams of all kinds.

Stargazer's guide

John Gribbin

The Young Astronomer and his Telescope. By Patrick Moore.
Lutterworth 50p. 904094 09 X.

In this little book Patrick Moore sets out to answer the questions he is most often asked by young would-be astronomers: how do I start; where can I buy a good, cheap telescope; how do I set about a school project on astronomy; can I make a career out of astronomy? The questions are answered in Mr Moore's usually lively, readable fashion.

Inevitably there are some omissions in such a limited (80-page) space. Most seriously, although binoculars, reflecting and refracting telescopes each get a chapter of their own, there is no chapter on astronomical photography, which is one of the best first steps for the beginner. And, although there are many photographs of telescopes in the book, there are *none*, amateur or professsional, of astronomical objects.

I was also surprised to see that, when mentioning societies, Mr Moore did not recommend the Junior Astronomical Society, which he founded and which is surely the best for an absolute beginner. But these are minor quibbles; the book is essential reading for any new young astronomer and can be recommended for any school library.

A gallimaufry of facts

Roy Blatchford

How, Why, Where. By Michael Pollard.
Ward Lock £1.95. 7063 1861 7.

Anyone browsing through this Aladdin's treasury of knowledge (sequel to the Ward Lock Wonder Book of How, Why, Where) might begin to wonder just what the magic cave next has in store. The gallimaufry of the how, the why and the where in our world makes it more than an ordinary reference work—where to catalogue it in Dewey is a hazardous task.

The dust-jacket's promotional piece is insipid: "the world is so full of a number of things . . . and here are some of them." Who would guess from those blank words that among Mr Pollard's 50 chapters of facts and conjectures are a focus on Los Angeles; Smog City; a potted history of the exquisitely coloured Japanese kite; investigating the Loch Ness legend; an account of the 300 million followers of Islam in Destination Mecca; detail in the Bayeux Tapestry of the *istimirant stella;* Halley's Comet; and the genetic spiral of DNA? Facts on the Beaufort Scale, computers, the sea's harvest and plastics today redress the balance with the more commonplace.

Traditional Fact Books and Pictorial Worlds Of are a distant echo. The design of *How, Why, Where* is a sumptuous affair—crisp colour photographs, imaginative and useful diagrams, alongside an informative, concise and plainly written text. One quibble: captions to illustrations often appear in unexpected corners of the page and at times make reading a frustrating treasure hunt. The quiz to round off would, I suspect, entertain a team of Masterminds. How many elephants weigh as much as one blue whale? The answer is within.

A Christmas stocking filler next time around; a dazzling crib which will astound the teacher; or the ideal replacment in the surgery waiting room for those faded copies of *Country Life*.

Magic makers

The Trickster's Handbook. By Peter Eldin.
Armada 40p 00 691084 X.
Making Magic. By Malcolm Carrick.
Carousel 40p 552 54114 1.
The Greatest Magicians on Earth. By William Vivian Butler.
Piccolo 40p 330 24762 X.

None of these books has solved the problem of finding a definition for magic. The first two give instructions for tricks, but while a purist might expect illusion many of these are mere wheezes of the sort people are reputed to do for pints in pubs. And among *The Greatest Magicians on Earth* are showmen such as Barnum and Astley alongside Nostradamus the seer and Mesmer the hypnotist.

The Trickster's Handbook contains no less than "200 tricks, jokes and stunts to fool your friends"—and if your friends are between eight and 12 years old and tolerant it could pass a pleasant hour or two. The instructions are reasonably clear but there are no suggestions for patter or for distracting attention in those tricks that require sleight-of-hand. Tricksters often have to do a little preparation, which is all to the good.

The format for *Making Magic* is comic strip, lively and encouraging—but strangely enough, the drawings are not always quite explanatory. This book is more concerned with illustration, is often quite funny, and would be appropriate for a beginner who prefers the visual to the verbal.

Anyone who is put off by style will instantly put down *The Greatest Magicians on Earth*. It is written in a maddeningly chirpy journalese which is almost indigestible. However, its subject is fascinating and the glimpses of "history's twelve greatest wonder-workers" could well lead to further study. How Houdini escaped from locked boxes, how a rebel called Warousky played chess with Catherine the Great, how Dr Mesmer cured a blind pianist and how Robert-Houdin outwitted Louis-Phillippe is irresistible stuff.

Frances Farrer

Satomi Ichikawa
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A ravishing picture book showing small children at play – leapfrogging, blowing bubbles, and having rumbustious bedtime romps. This follow-up to *A Child's Book of Seasons* has the same old-fashioned charm. £2·60

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Ruth Ainsworth
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Thirteen new stories for the very young – fantasy tales of witches mingle with everyday adventures of small children – by an experienced storyteller. Delightfully illustrated in colour and line by Antony Maitland. £3·50

Heinemann Young Books

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JANE MILLER
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Ages 4+ £1.75

New Dent Dolphins
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Adam & Charles Black

Andersen illustrated

Anne Born

Hans Andersen's Fairy Tales. Translated by Reginald Spink. Illustrated by Hans Baumhauer.
Dent £1.50. 460 02739 5.

Hans Andersen's Fairy Tales. Illustrated by W. Heath Robinson.
Pan (2 volumes). 0 330 25041 8. 0 330 25042 6. £1.25 each.

Hans Andersen. His Classic Fairy Tales. Illustrated by Michael Foreman. Newly translated by Erik Haugaard.
Gollancz £3.95. 575 02188 8.

Reginald Spink's excellent translation of Andersen's fairy tales first appeared in 1958 and is one of the best. In an interesting prefatory note he comments on the numerous earlier bad translations (some of which were made from German versions of the original Danish) and says he has tried to come as close as possible to Andersen's crisp, colloquial, often witty style in spirit, sense and sound. Hans Baumhauer's illustrations are full of vitality and the colour plates are clear and strong; but they are completely lacking in humour, and do not seem to be in any way Andersenian.

The Piccolo edition in two volumes containing a total of 17 stories is illustrated by W. Heath Robinson. Although the translation is pedestrian, and one of the older versions, his humour and sentiment exactly match Andersen's. There is an interesting history to these illustrations. William Heath Robinson first illustrated Andersen in collaboration with his two brothers, Charles and Thomas; their pictures were published in an edition from Dent dated 1899, not one of the luxury gift books of the period; it was a sturdy artifact for the nursery, with only one rather lurid colour plate. William's work showed great imaginative promise then, but little humour.

Then in 1913 Constable published the present edition, and it is fascinating to see how in those 14 years W. Heath Robinson's styles had developed. There are examples of three: one, pastel and conventional colour pictures, in the traditional romantic manner; two, drawings retaining pre-Raphaelitish decorative stylization and detail though without the borders of the earlier work. Where before each picture was crowded with detail, in the new versions parts of the scene are left clear to give the impression of space—as where Gerda is shown running across the icy wastes to get to the Snow Queen's palace, or Cupid is falling through the air. The economy of line is particularly effective in portraits, like the one of Karen, where it is used to emphasize lineaments.

One of Michael Foreman's illustrations for "The Tinderbox".

The third style provides innovatory line drawings chiefly used to depict humorous characters and expressions—the W. Heath Robinson style we know best from his later fantastic work. Nobody could pinpoint a comic look or grimace quite like this; what is more, the facial contortions are universal, and will never be out of date. All the illustrations were new for the 1913 edition. Heath Robinson did not make use of any from the earlier volume, though several of the stories are repeated in the new book, and are the ones that he and neither of his brothers illustrated.

The Anderson illustration event of this year (and I should imagine for a great many years to come) is the edition from Gollancz with pictures by Michael Foreman. The translation is the new one by Erik Haugaard, whose book, *The Complete Fairy Tales of Hans Christian Andersen*, was published by Gollancz in 1974, without illustrations but including the total canon of 156 tales and the prefaces and notes written by Andersen at various points in his fairy-tale writing career.

This new volume contains 18 stories, and it is the illustrations that render it outstanding among the ranks of Andersen editions in English that have constantly been appearing since the first one in 1846, and make it worthy to stand beside those of Edmund Du W. Heath Robinson, and Whistler's, exquisite drawings fr 1935.

Michael Foreman was born 1938 and after a thorough trai at various art colleges has alre produced a substantial body exciting work; he has written illustrated nine picture books illustrated many other books children and adults.

Like Dulac's in 1911, Mich Foreman's pictures were on exh tion, at Foyle's Art Gallery, and was a delight to be able to see beautiful colours, predominantl shades of brown, blue and vi all together. There is an imm degree of feeling and imaginat in these pictures. You have onl glance at the Real Princess in mountainous pile of quilts to the agony of that pea, you gri and shiver with the lovelorn s man yearning for the unattain stove, you are danced out of moonlit city in Karen's red sh All the animals are given p character, just as Anderson g them—yet without distortion.

The humour would please Andersen (who always said that humour was the salt of his tale the ebullient rear view of Emperor is one of the best th of all. Hans Baumhauer shows h walking along fully clothed, with a train and a crown, which quite absurd when the cap states, "But he hasn't got anyth on!" W. Heath Robinson satis the conventions of the day by hav a fat Emperor in black out obviously if decently naked, tho bearing crown, sceptre and Michael Foreman comes closest the spirit of Andersen, blendi criticism of hypocrisy with affe tionate warmth and fun.

Flights into faeryland

Andrew Lang Red Fairy Book. Edited by Brian Alderson
Kestrel £3.95. 7226 5129 5.
Other Worlds. Edited by Roger Lancelyn Green
Hamish Hamilton £4.50. 241 89244 9.

If anyone should ever think of writing *1889 And All That*, he would have to mention—with suitable puns—Andrew Lang, and the ladies who did his translations for him. There are those who would prefer to commemorate Joseph Jacobs, arguing that Lang's pen was death to anything it touched. And it is undoubtedly true that Lang ranged more widely and was able to give his material much less coherence than did Jacobs.

But, presumably, Brian Alderson, editor of the *Red Fairy Book*, would not agree with the sharper criticism; he edited a new edition of the *Blue Fairy Book* in 1975, and the next colour to come is green. Until now, Lang's originals with their illustrations mainly by Ford, and published by Longman, have only been available as paperbound facsimiles from Dover—are there any copies of the first hardbacks not yet read to pieces? Longman published new editions between 1949 and 1953, but they handle poorly because of their utility crisis quality, and the illustrations are not good.

Brian Alderson's editorial work consists of notes on sources; textual revisions which bring the stories closer to the originals, and in some cases to more accurate translation; and omissions and changes in the order of some of the stories. This new edition begins with "Soria Moria Castle" instead of with "The Twelve Dancing Princesses" as in Lang; and "The Story of Sigurd", which he finished with, has been dropped altogether because "as well as being out of place", it does poor justice to the mighty original. And so, for the sake of strength of sinew, "The Seven Foals" now comes last. These changes in the shape of the collection argue for a powerful editorial function.

Similarly, the search for authenticity has caused "Jack and the Beanstalk" to be chosen in the version by Jacobs, which derives from an oral telling heard in Australia. For reasons of etiquette, this was not available to Lang, and he took his telling from William Godwin. Comparing the versions, one can only agree with the editorial acumen that prefers Jacobs. "The Twelve Dancing Princesses" is much more pointed in Edgar Taylor's translation from Grimm, than in the translation from Deulin's French text which was used by Lang: the ending now becomes properly inconclusive and mysterious. It would, however, require more than editorship to rescue "Princess Mayblossom" from its Victorian overweight. The wicked Carabosse was not even appeased by a gift from the queen of 50 pounds of comfits and a couple of Westphalia hams; and not surprisingly, since the king and father of the princess, when he was a boy, pricked Carabosse with some sulphurated porridge.

Apart from the editor, the Grimm Brothers and Asbjørnsen and Moe have the best of the collection. The monochrome illustrations by Faith Jaques have a bucolic charm spread out on the surface, but underlying that there are powerful inner tensions of line and expression: Koshchei the Deathless, hanging in chains behind the forbidden door, wears an irresistible plea on his face, and Jack, sneaking past the giant with his bag of gold, looks out of the picture straight at the reader with an impish look of complicity.

Editorial passion is to be fou again in *Other Worlds.* Ro Lancelyn Green arranges material in three sections: Fa lands Forlorn, Out of this Wo and New Worlds for Old. By the niceties of juxtaposition which typical of this distinguished se of books from Hamish Hamilt there appears to be plenty variety here. There is Orphe hauntingly told. There is an anc Greek tall story about Menip the High Flyer who shunned "such a jolly lot of ladders" to to Olympus; and there is a brill tale about moon travel by C Lewis called "Forms of Things U known"—"Where you are is alw your world. The sky is never wh you are"—and it ends with a co which manages to be trencha subtle and mysteriously provok all together.

There is Mrs Molesworth's "C and the 'Little People'", wh captures the essence of the priv fairy tale, where there are tang strings between souls across ferent generations, (different ra different castes, different obstac—a piercing sense of the paral between people, so that betw them they transcend what th might have been separately. Th collection ends on a different no with extravagantly inventive sto like E. Nesbit's "Billy the King He asks: "How is it I know many things without learni them?" His prime minis answers, promptly: "It's the ru here, sire, Kings are allowed know everything without learni it." Well, that should make educators think. The illustratio by Victor Ambrus in this book a typical of his now rather manner style.

Ralph Lavende

Heroines in jodhpurs

Gillian Baxter

All About Horses and Ponies. By E. Hartley Edwards.
W. H. Allen £2.95. 491 01726 X.

Lara in America. By Adrianne Cooper.
John Murray £3.50. 7195 3327 9.

Horse on a Hilltop. By Joanne Webster.
Hodder and Stoughton £2.80. 340 20591 1.

More Ponies for Jean. By Joanna Cannan.
Hodder and Stoughton £2.80. 340 19639 4.

For Love of a Horse and A Devil to Ride. By Patricia Leitch.
Armada 40p each. 00 691170 6 and 00 691171 4.

A Horse Called September. By Anne Digby.
Dennis Dobson £1.95. 234 77875 X.

True Horse and Pony Stories. Collected by Diana Pullein-Thompson.
Armada 40p. 00 691082 3.

My Favourite Horse Stories. Edited by Dorian Williams.
Beaver Books 60p. 600 36232 9.

When I was a child, books about horses and riding were heavy, learned, and few and far between. These days the market is flooded by books on how to ride and care for horses and ponies, many of them aimed at young people or their parents.

All About Horses and Ponies is simple, even fragmented, but better than some of its kind because of its clear, step by step instructions on how to manage the basics of horse or pony care and riding. It has plenty of pictures and diagrams, and its chapters move from the history of the horse, via some instruction, to dips into horse sports, horse shows, watching show jumping, and the inevitable piece on the white stallions of the famous Spanish Riding School. It will provide a useful introduction to the subject in a school library.

Those of us who are in that age group try to believe that life really does begin at 40, but not many of us set out to prove it with as much courage and initiative as Adrianne Cooper. *Lara in America* is her account of a 2,000-mile journey on horseback in the States undertaken by an ordinary British housewife and her Anglo-Arab mare, Lara. It was a long-distance ride with a difference, for Mrs Cooper was no expert, and she finished her ride as she started, still without learning to canter. Very little was planned ahead; she and Lara took days and encounters as they came, and their dependence on each other, and the tremendous generosity of most of the people they met, give the book much of its appeal.

Ponies are not the only theme in *Horse on a Hilltop*. The book is a sequel to the author's previous story, *Nobody's Horse*, and deals with Lolly's attempts to train the sometimes awkward Knocker for a cross-country event. This is complicated by her irrational fear of an old man who lives in a cottage on the way to her beloved pony's lonely field. Unknown to Lolly, she reminds him of his little sister, who died when he was a child, and she puts a much more frightening interpretation on his attempts to speak to her. The author treats Lolly's fears with insight, and the story reaches a satisfying conclusion without too much emphasis on "competing and winning".

"Birth of a Foal" by Jane Miller (Dent £1.75) gives a detailed account in black and white photographs of the arrival of Fizz, her early relationship with her mother and her first independent steps. The text is simple and the pictures will gladden the heart of any pony-mad little girl.

The "Jean" books by Joanna Cannan were among the first pony stories to be published, and in spite of some attempts at a face lift by the inclusion of decimal currency and references to inflation, this reprint is still rather dated. The characters are inclined to go to boarding school, to have rich cousins in perfectly cut riding clothes, and to make enemies of red faced horsey colonels. But the horsey details are authentic, and it is still a good canter for the pony struck.

For Love of a Horse and *A Devil to Ride* are both wish-fulfilment stories, with plenty of action. Jinny's father, a probation officer, sells up everything to lead the simple life as a potter in a rambling Scottish mansion in the hills. A wild, apparently untamable Arab mare escapes from a circus, and Jinny sets out to catch and tame her, and in the second book to train her as a riding horse. The stories also include a boy who is an idealistic loner whose parents do not understand him, and in the second book the action is complicated by the finding and attempted protection of a pair of nesting ospreys.

The first requirement of a pony book must surely be authenticity, and all the stories up to now have that in plenty. If the author is unfamiliar with the subject it is immediately obvious, and this is the sorry fact in *A Horse Called September*. The story itself is a sentimental melodrama. Two friends, one rich and off to a snobbish boarding school patronized by royalty, the other the daughter of the cowman, are involved with a plain but honest horse called September. Rich Dad, who is secretly losing his money, is determined that September shall win the Western Counties Championship with his daughter, but through his bad riding, unconvincingly described, the horse is lamed and sent to the knacker.

He is saved, of course, by the cowman's daughter, and it is she who rides him in the championship, seen by millions on television: "His own little Mary mounting the rostrum . . . he would have recognized those faded old jodhpurs and battered riding hat anywhere." Mary has restored the fortunes and friendships of the story. Some of the technical slips are ludicrous, and there is much shedding of tears from the humans—and, almost, from the horse.

Finally, two collections of short stories. *True Horse and Pony Stories* is aimed at the younger end of the market, and many of the stories are little more than incidents. But everything is lively, almost as good as a hectic ride. *My Favourite Horse Stories* is more meaty, and includes authors from Dick Francis to Tolstoy.

Inside the Ark

Fred Urquhart

Joyce Stranger's Book of Hanák's Animals.
Dent £3.25. 460 06624 2.

Fawn. By Philip Holden.
Hodder and Stoughton £2.95. 340 19321 2.

Freedom for a Cheetah. By Arthur Catherall.
White Lion £2.50. 85686 206 1.
Dent Dolphin 50p 0 460 02176 6.

Red Fox. By Charles G. D. Roberts.
Penguin 55p. 1403 0846 6.

The Dogs of Pangers and Pangers Pup. By Lorna Wood.
Dent 50p. 460 02719 0.

Mirko Hanák, the brilliant Czech artist who died young, grew up in the mountains of Slovakia. There he showed an early affinity with animals and his interest in them led to his travelling to the Far East where he was greatly influenced by eastern art. His animal paintings have an extraordinarily exotic quality. His colours seem more vivid and more beautiful than those of his models, and his lines purer and more elegant. Hanák's animals look as if they never got dirty, had fleas, scratched, kicked or bit—except possibly his Siamese cat looking prim and showing her claws, and his belligerent blue tit. His squirrel, his field mouse and his stoat have exquisite Japanese lines. His cow is a sacred Hindu one. And his cock pheasant is pure Persian.

Forty-four birds and beasts appear in all their gorgeous and fabulous colours in *Joyce Stranger's Book of Hanák's Animals*. Miss Stranger, whose knowledge and understanding of animals is second to none, has written prose poems about each. These poems have the same clear, sparse lines, as well as the great warmth and colour of the paintings. Lines like these perfectly sum up Hanák's penguins:

> Hundreds upon hundreds
> Of strange, sedate, little old
> gentlemen,
> Dressed for a visit
> To the Opera.

Hanák's peacock is the most marvellous that ever trod grass, and Joyce Stranger rightly says: "The day was more beautiful/Because a peacock in his splendour/Had paraded for us."

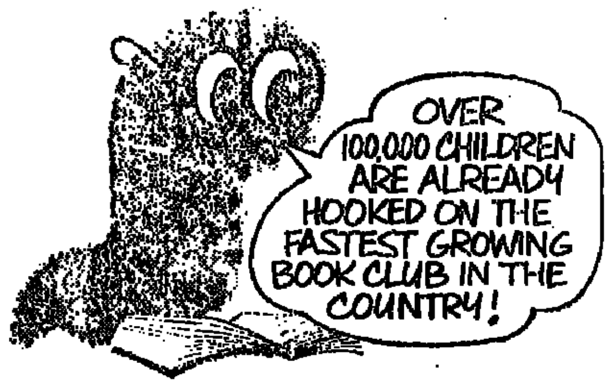
The red deer of New Zealand have no closed season like luckier deer elsewhere. They are hunted all year round by people on horses, in helicopters and jetboats and, at night, in Land-Rovers which shine spotlights on them. The hunters kill for both trophies and venison, for which there is a never-ending overseas demand; it sells at even higher prices than New Zealand lamb. *Fawn* is the story of White Patch, a red deer fawn, whose mother is shot when he is a few weeks old.

Phillip Holden writes about White Patch's hazardous first year of life, a year in which he encounters a wild boar, is harassed by hunters in a helicopter, struggles for existence in deep snow and, at last, becomes the companion of another yearling, in a fine, calm and factual manner with no undue melodrama or sentimental histrionics. Most boys from 11 upwards should find it interesting, and it may teach them some useful and salutary points about wanton slaughter. The book has striking black and white illustrations (which look like woodcuts) by Tony Oliver.

Dum-dum, the cheetah in *Freedom for a Cheetah* is owned by a rich Indian merchant who keeps her for hunting deer. A spiteful servant allows Dum-dum to escape. She has never known anything but the safety of captivity, and she is terrified. She meets a bad-tempered tiger, is attacked by wild dogs, lives on bandicoot rats in a ruined palace and is menaced by a cobra. After being almost killed by the wild dogs Dum-dum is glad to return to captivity. She is an endearing heroine and Arthur Catherall's thrilling story of her adventures gives a good picture of India in the days of the Raj. It has illustrations by Shyam Varma.

Sir Charles Roberts's classic tale of Canadian wild life, *Red Fox* (which I reviewed in the *TES* on September 13, 1974), is now a Puffin. I gave the hardback review copy to a small boy, and ever since he has been lending it to people he hopes to make as enthusiastic about it as himself. At the moment it is being enjoyed by a woman client aged 70.

Lorna Wood's entertaining two stories are about the dogs of Pangers village, who have a club, unmask a burglar's fence and rescue a new chum, Buster, when he is "pupnapped."



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David Self on ghost stories

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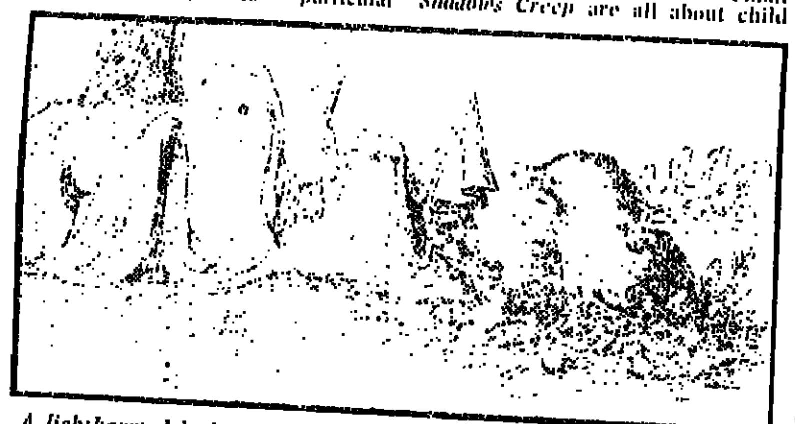

A lighthearted look at ghostliness in "Pleasant Fieldmouse's Hallowe'en Party" by Jan Wahl, illustrated by Wallace Tripp (World's Work £2.10). "Come as scary as possible" say fieldmouse's invitations. The small animals are themselves scared before they send their enemies packing and enjoy the party.

There is, dear Reader, a belief about ghost stories which some count proven fact and which others explain as being no more than the product of coincidence and imagination. I take no sides in this debate: I merely recount what I have seen. It is up to the individual to read on and to decide what he or she thinks.

And the belief is this—that when a writer chooses to tell of ghosts and ghouls and hauntings, he becomes (whether he likes it or not) possessed. Strange things happen to his prose style. Statements are pursued by exclamation marks! And by strange inversions (and indeed parentheses) twisted become his sentences. Suddenly—wild italics *materialise*, and thus haunted, does not the writer pose rhetorical questions? Then sentences become shorter. And shorter ! ! ! And paragraphs mysteriously fade away in a swirling mist and a row of dots. . . .

The structure of every sentence I have so far written is borrowed from one of the books now under review, and it is this point that leads me to believe that the danger of ghost stories is not that young readers will subsequently suffer from nightmares, but that they will wish to copy the stylistic affectations of some ghost story writers.

It is, of course, unfair to generalise. Like science fiction, the ghost story is a genre that can embrace both the worst of pulp or pop writing and also some of the best fiction ever written. These collections of short stories include both extremes. Some mock gothic tales rely totally on such stylistic tricks as I have already catalogued, while others are crisp models of good short story telling.

No one volume excels. Individual readers will warm (or rather, chill) to particular stories for personal reasons. Winifred Finlay and Gillian Hancock's retelling of a ghost travelling the snowbound A68 over Carter Bar confirmed all my fears about that road in winter; and three of the stories Andre Norton has included in *Small Shadows Creep* could so easily be set in my own Norfolk village, that I shall treat one or two of my neighbours with far greater respect in future.

This last mentioned volume is an effective volume of stories about child ghosts. The three stories I have mentioned involve time warps. Modern children become involved in ancient magic and the practices of "the old religion", such as sacrifices to the rain god in an East Anglian farming hamlet and a black magician enticing a public schoolboy into a secondhand bookshop for diabolic purposes. Other stories involve more plaintive and even acceptable "vengeful spirits" and "quiet visitors" in both traditional and modern settings, described by such authors as Hugh Walpole, M. R. James and Mrs Gaskell. Perhaps the greatest tribute I can pay to this potent anthology is to say that I would hesitate to place it in a school library but that I shall return to it when next the wind howls across the Fens, or indeed during the next prolonged drought.

Just as the stories in *Small Shadows Creep* are all about child ghosts, the stories in *A Handful of Ghosts* are united by being specially written for the book by Australian writers. Easily the best is an apparently true personal recollection by Ivan Southall about a cod séance that became real, and others have an originality that is equally arresting. Frequently this originality lies in the setting—a narrow-gauge mineral railway, a terraced house in Sydney "near the new theatre", or the hills of the outback, for example. *A Handful of Ghosts* will appeal to imaginative readers of 11 and upwards.

Possessing a similar national unity (in this case Scottish), but different, in that the stories are all by one author, is Sorche Nic Leodhas's *Twelve Great Black Cats and other eerie Scottish tales*. The ghosts in these stories are almost all kind, solicitous or even whimsical. There is a den of ghosts looking for a new home, an honest ghost and a manifestation that helps a man to miss the ill-fated Tay Bridge train and therefore also a fatal accident. Because even the malevolent ghosts (as well as playful ones) are defeated by canny humans, this collection might well be read to or by quite young children—say, eight or nine and upwards.

Turning now to more disparate collections, we have the twelfth of the Fontana books of ghost stories. This closely printed anthology of "nightmare tales of the unquiet dead" is good value for money but perhaps only for real addicts. It contains one or two cryptic stories that would read well aloud, stories from such varied authors as Walter Scott, Daphne du Maurier and Rosemary Timperley, and others which are very much of the "Wither com'st thou, demon?" and the "And then — then — then . . . he just fell back and — died!" variety.

A Shiver of Spooks is a patronising little book of ill-told tales that may be summed up by the publisher's blurb: "Quake at the spectre of the cowled monk—tremble at the evil spirits that haunt the New Guinea forest—shudder at the deadly viper poised to strike—feel your blood run cold at the Eskimo's curse." Apparently, the author (or editor) have aimed to produce "an easy read". Consequently we never quake, tremble or even shudder.

More successful is Helen Hoke's collection of *Ghostly, Grim and Gruesome* stories. As the editor says in her introduction, "Not all these stories are completely frightening, but each of them will offer . . . a glimpse into the unknown." Thus we have a chilling little story about seeing the unexpected in a mirror, H. G. Wells on *The Flowering of the Strange Orchid*, a chill tale of the ghost of a murdered wife who haunts (and forgives) her husband until he commits suicide in order to join her, bringing with him her lap-dog. (She never told him she wanted only the dog and that, as a murderer, he would go to hell.) There is a gruesome story of a troll by T. H. White, a new story by Kingsley Amis, and a nice tale of a television camera crew who film a non-existent village. This attractively printed anthology will appeal to older teenagers and is very much better than its dust jacket suggests. (Incidentally, why do ghost stories inspire designers only to the extremes of arranging gravestones, skulls and staring eyes in various combinations to provide covers for ghost books? Science fiction has been much better served by the design departments!)

Lastly, there are two books which are not compilations but retellings of legends, anecdotes and ghostly myths. *Ghosts, Ghouls and Spectres* is firmly rooted in identifiable geographical locations in Scotland (as I have already said, on the A 68); in the Lake District and Cumbria, in Cambridgeshire and on Tyneside. The stories are well-told and succeed in being both chilling and ultimately reassuring. For brave 10-year-olds and upwards.

Alan C. Jenkins's *World of Ghosts* attempts to be (and almost succeeds in being) both a collection of ghost stories and a reference book. The author's main aim is to make the reader decide whether he or she believes in ghosts. He classifies the types of ghosts that are associated with various parts of the world and tries to show why people feel a need for ghosts. In the course of this, he tells many brief ghost stories but rarely are these anecdotes compelling or evocative. But fiction is not the primary purpose of the book—it is a sensible and, at times, witty addition to the [illegible] Library. It will be enjoyed by the important private reader and might be used in topic or thematic work throughout the middle school.

In fact, several of the above volumes could be used in class as well as deserving to be read for their own sake for they will provide much material for discussion on subjects such as fear and the supernatural. They might also be used in literature and language projects.

However, it is only when you, dear Reader, have yourself studied many ghost stories that you will be in a position to judge whether they are merely harmless fantasy, or whether they do have a secret and mysterious power to chill your blood, numb your appreciation, sap your style, pervert your punctuation . . . . .

Ballads, limericks and spells

Chris Waters on poetry

Living in a One-sided House. By John Pudney.
Shepheard-Walwyn £2.75. 85683 032 1.
Smile Please. By Shelagh McGee.
Robson Books £1.50. 903895 82 X.
A Sea Full of Whales. By Richard Armour, illustrated by Paul Galdone.
World's Work £2.40. 437 24006 1.
I'll Tell You a Tale. By Ian Serraillier.
Puffin 50p. 1403 0872 5.
From the Four Winds. By Randle Manwaring.
White Lion £2.50. 85686 216 9.

John Pudney's collection of poems is a Poetry Society Recommendation and exudes a sense of fun and sophisticated amusement. The poems are, as he says, "For reading for fun, for saying out loud, for joining in, for acting out on tape". His range is wide, from deft little squibs to longer and more sustained poems of the Macavity kind, such as "The Bambaloo", a tale of two brand new birds with an identity problem:

> Though rather scared of such
> very long words
> As ORN-I-THO-LOGICAL HQ.
> They bravely announced they
> were brand new birds,
> But were told "You ought to have
> cards with you,
> Stamped with place of origin,
> date of birth
> And time of arrival here on
> earth".

Throughout, the verse is witty, clever and shows a highly tuned ear which can manage to avoid the obvious. His own notes for dramatizing and presenting the poems are helpful and I especially liked the one referring to a runaway motor scooter: "A nice *little* motor bike engine can be used live, if you have one in the room."

Smile Please is Janus-headed: two books in one, each starting at one end and working in to the middle. One half consists of verse-pictures (and splendid drawings) of an eccentric family, while the other deals with witches. The verse is humorous, unpretentious, much more obvious than Pudney's but works very well read aloud. From "Wizardry":

> A wizard wild and wise I am,
> A master of disguise I am,
> The undisputed ace of fancy
> dress.
>
> A necromantic jack I am,
> The lord of all arts black I am,
> The occultist who will your
> soul possess.

Richard Armour has already notched up books on dinosaurs, monkeys, apes, hole-dwellers and odd mammals, all in conjunction with Paul Galdone, and here he turns to the whale. This large book, with its striking drawings and ambling verse, provides a singularly pleasant way of absorbing information. Although the author says he has checked facts, whaleologists might well prefer to take their finbacks straight, with no chasers, while poets might also care for a little more poetic razzmatazz. But once again, read aloud to young children *A Sea Full of Whales* is bound to wound, if not to kill two birds with one stone, or two whales with one harpoon. At least I now know just what a narwhale *does* with the six-foot drill on its nose.

If this is the age of television, publishers do not seem to be taking it lying down; they are firing a barrage of well-aimed broadsides. *I'll Tell You a Tale* is the Puffin version of Serraillier's collection of ballads, limericks, riddles and spells first published in 1973. Roughly half the material is traditional (sometimes modified and modernized in diction) while the other half is by Serraillier himself. The poems are admirably enhanced with original photographs and drawings.

Randle Manwaring's publishers invoke the names of Robert Frost, Wallace Stevens and Walter de la Mare on the dust-jacket of *From The Four Winds*. Like Stevens, he is in Insurance; like Frost he does write about the Country; like de la Mare he can write with charm and simplicity. But there, with respect to all concerned, the comparison ends. He has none of de la Mare's music (or mystery); none of Stevens's brilliant imagery or simple dexterity; none of Frost's wise and earthy shrewdness. It is true that he writes "simply" but I found many of his poems simple—to the point of vacancy, tending to explain rather than suggest, and relying on rhyme rather than on imagery for their main effect.

Smiling through

The Great Brain. By John D. Fitzgerald.
Dent Dolphins 50p. 460 02720.
Here Comes McBroom! By Sid Fleischman. Illustrated by Quentin Blake.
Chatto and Windus £2.15. 7011 5090 4.
The Lone Arthur. By Alan Coren.
Buffalo Arthur.
Arthur the Kid.
Robson Books £1.50 each. 903895 74 9, 903895 75 7, 903895 76 5.

Mark Twain complained of foreigners who "cannot master the subtleties of the American Joke". It is a safe bet that every British schoolboy can, though Dent thoughtfully append a glossary of American phrases just in case.

The Great Brain belongs to Tom Dennis, a 10-year-old living in Utah in 1896; a generation or two later than Tom Sawyer. His story is told by his younger brother who is torn between grateful admiration for Tom's exploits, and suspicion born of bitter experience of their consequences.

The town is dominated by Mormons, and harmony is maintained by mutual tolerance and understanding: "There's nothing as tolerant and understanding as a kid you can whip." A new immigrant suffers at the hands of prejudiced bullies and is befriended by Tom, who "figures out how much to charge Mr Kovinnis for each new word he teaches Basil".

The joke rests on the alternation of cynicism and sentiment. Tough is tender and machismo secretly loves its Mom. The hardnosed racketeer has a heart of cornmeal mush, or, to put it another way, the all-American boy upholds honour and decency for a percentage.

The historical setting is lightly drawn, and the technological props include the town's first water closet, memorably installed. In his first work for the young, John D. Fitzgerald has produced a genuinely lively and likeable book which runs out of comic invention towards the end when Tom teaches a cripple to play baseball and for once forgoes his commission.

Sid Fleischman's tall stories, by contrast, stay crisp all through, and end as felicitously as they begin. He has the expert timing of a professional magician; the pace and exuberance of McBroom's three monologues make an entertainer of anyone who reads them aloud. With a script like this, you too can be a star. . . . Don't miss Quentin Blake's illustrations of the farmer's family and litigious neighbour. In a recent interview, Blake described his preliminary method of sketching a continuous accompaniment to the story before selecting key scenes. Hence the vital spontaneity of McBroom's 11 children, as they construct a Popcornmobile and thaw frozen sunlight to ripen the tomato harvest which is turned to ketchup by a tornado and then retrieved by an expedition that rescues rare animals including the great Seventeen-toed Hairy Prairie Hidebehind.

Alan Coren's cowboy hero, Arthur, is a pale imitation of these red-blooded native sons. All three books follow the same perfunctory formula. A gang of amiable desperadoes, who can't spell, advertise for a leader to help them rob banks or defeat rustlers or pirates, and are amazed to find salvation in a bespectacled seven-year-old. Alan Coren writes readably and raises an occasional faint smile, broadened perhaps by his publishers' claim that he is "generally acknowledged to be the funniest writer in Britain today." Aw gee, no kidding!

Marion Glastonbury

Things that couldn't happen?

Edward Blishen on novels for young readers

The Joke Shop. By D. J. Enright.
Chatto and Windus £2.50. 7011 5097 1.
Conrad: the hilarious adventures of a factory-made child.
By Christine Nostlinger.
Andersen Press £2.25. 905478 03 7.
Calling Bridge. By Paul Ries Collin.
Oxford University Press £2.95. 19 271395 7.
Top of the World. By John Rowe Townsend.
Oxford University Press, £2.50. 19 271388 4.
Pelle in Trouble. By Hans Peterson.
Burke £1.35. 222 00433 9.
Brinsley's Dream. By Petronella Breinberg.
Burke £1.35. 222 00434 7.

"We used to live in London", said Jane, "but our father couldn't work there, so we had to move."

"He's a writer", Robert explained, a mite apologetically. "He writes books."

"Children's books", said Timmy, as if honesty forced him to add insult to injury. "But it's very difficult to write books for children."

A *cri de coeur*, perhaps, from D. J. Enright, from whose *The Joke Shop* this passage comes: this is his first book for children. One difficulty, I guess, is to remember how, as children ourselves, we viewed the world of a book. I have been reading a diary kept when I was 12, and have been struck by the fact that my accounts of books read are, quite brutally, accounts of their *stories*.

The story matters immensely—all the rest, atmosphere and language and character, is a bonus, lost if the story is weak. With Mr Enright, the bonus is large, the story eccentrically strong. The three children are drawn, by way of the shabby joke shop in the High Street, into a world of shadows: a kind of crepuscular conspiracy against human beings, and against light and substance. Not the easiest idea to embody (or, in this case, disembody) in a story for a young reader—and indeed, the fun is often allusively literary and verbal. There's that power in the world of shadows, Adum Brate. There's the dying speech of another, Penumbra: "More dark!" An ancient document in the regions where the children fade daily is the Dimsday Book. "Coming Shadows", someone declares, "cast their Events before."

I don't know what my childish diary would have made of a trio of rescuers who include the dangerously named Herr Brush: but this playfulness of words and ideas, sometimes a little groanworthy (but then children like being made to groan), is carried firmly by the tale of kidnap and escape, and by the fascinating details of a world where your foot passes through the stone you kick.

In *Conrad*, translation of a winner of the German Children's Book Prize, Christine Nostlinger has hit upon a genuinely original idea that justifies the first adjective in the subtitle: *The hilarious adventures of a factory-made child*. Mrs Bertie Bartolotti is a slut, snubbed by her neighbours and abandoned by her husband; she does not remember ordering the tin can out of which emerges (after the application of four litres of lukewarm water) seven-year-old Conrad, product of a mysterious factory. There are two problems. The first is that Conrad has been programmed as an ideal, obedient lad. Despite his wistful anxiety to accept Mrs B as "Mummy", he cannot help being at war with her eager but raffish approach to motherhood. The second problem is that it was all a mistake, and the very nasty characters who run the factory will stop at nothing to get Conrad back. The solution is to reprogramme the totally willing Conrad in a hurry, so that he will be unacceptable to anyone prepared to order their offspring in cans. It is very funny and curiously moving.

Calling Bridge is a slyer kind of fantasy: reality and unlikelihood are misty neighbours. A mist, indeed, that useful device, plays its part in taking Henry and Jane, on holiday, over the bridge and into the great ruined house that may or may not exist, and may or may not be peopled by vague and ancient Mr and Mrs Goff and Sarah Bentley, who may (or may not) be their servant. A hunt for treasure lies at the end of it. It is neat, charming, slight.

My old diary reminds me of a school friend who resented all fantasy. "Peter said he hated silly stories about things that couldn't happen." In a world like ours, a difficult distinction to maintain—but I guess gloweringly prosaic Peter (who was the first to make me aware of the anger imagination may cause) would have been happier with any of the three remaining titles in this batch. Not that there's anything essentially prosy about John Rowe Townsend's *Top of the World*.

Dad, with his gammy leg, is caretaker of an office block and seven-year-old Donald and his sister Kathy (she's 10) have nowhere to play. But there *is* Heaven — which is the roof garden, 21 floors up. Donald, in a fair ecstasy of mischief (he throws his clothes off) nips up there with the aid of a master key and Kathy, left in charge, has to bring him down. A task complicated by the presence of the President of Astral Assurance, a warm-hearted tycoon, and Hurst, the authoritarian head porter. This is a tiny drama in which all sorts of human issues are hinted at with a beautifully described climax — girl clinging to boy when, escaping to higher and higher levels, he panics on a cakewalk 200 ft above the street.

Pelle in Trouble is from Sweden and the trouble involved is twofold. Unable to make a living in the icebound North, Pelle's parents move to Gothenburg, but father cannot bear the city, and returns home. So Pelle has a parent-problem, to which is added the problem that he is regarded by his schoolmates as a foreigner: the term of abuse is "Finn". It makes it no easier that he skis better than any of them. A simple tale at heart—unhappy child brings his elders to their senses—but warmly told: and most attractively illustrated by Palle Bregnhoi.

Brinsley, in *Brinsley's Dream*, is a little West Indian, living in London, who has a passion for football. It makes him forget the errands he is running, it even, in the end, disarms his suspicion of the Popapoulous brothers, a whole and wizardly team in themselves, but given to talking in Greek. From the dedication I guess this story has been approved by the children of Plumcraft Junior School, Plumstead—and I think they know a good tale when they run across one.

Nightmares and dreams

Virginia Makins on picture books

Adults are not supposed to need picture books—except for cartoons at Christmas and coffee tables. But since they do like them, and produce them, the results often end up parked on infants' bookshelves.

The very best picture books, of course, work for both adults and infants. Margot Zemach's new version of Hush Little Baby (Kestrel £2.75. 7226 5024 8) is a candidate for this league. Her ground-down Victorian family provide rich and funny detail that is knockabout enough for infants, and sophisticated enough for adults. Even babies can benefit — the tune of the marvellously monotonous old lullaby is printed at the end.

Maureen Roffey's Tinker Tailor (Bodley Head £2.25,) is a bit subtle for the youngest children. But anyone who knows his cherry-stone rhyme will be delighted by her version of what happened when all of them—including a splendidly recidivist thief—get together for a party. It is all told in jolly rhyme with equally jolly pictures, and with social classes and jobs wittily stereotyped.

Two new counting books are less successful in bridging the sophistication gap. One Old Oxford Ox, by Ferelith Eccles Williams (World's Work £1.95. 437 86006 X) lays on the sophistication with a trowel: "Five feasting Frenchmen flippantly fishing for frogs." It has good, bright drawings of its esoteric subjects. The Nickle Nackle Tree by Lynley Dodd (Hamish Hamilton £1.80. 241 89330 5) is also ruthlessly alliterative ("Four lurking Yuk birds, the sly and smirking kind"). It is a bit would-be Lear: a reminder, by contrast, that nonsense works best when it contrives to be completely natural and unadorned. But the birds in the pictures are funny and full of character.

The Crocodile, by Peter Nickl Binette Schroeder with English verse by Christopher Logue (Jonathan Cape £3.50. 0224 0133 0) is an entirely adult picture book, and a strange and beautiful one. The cryptic verse tells of a crocodile who gets hooked on fashion, goes to Paris to a crocodile boutique, takes one look at the crocodile skin handbags, gulps down the shop assistant, and returns "beneath a palm amid the Nile. Keeping his crocodilian style and half an eye on man." The quality and detail of the illustrations might attract children, and the book would fascinate some older ones—as well as their parents.

Cuthbert and the Thingamabob, by Yasuko Kimura and Kim Chesher (Evans £2.50. 237 44856 4), is another weird one. Cuthbert is a hideous little animal with an identity crisis: he needs his thingamabob to remind him what he is. When he loses it, equally hideous friends help him to find it. It demands an acquired taste which I did not acquire. In the semi-Freudian stakes, I preferred There's a Nightmare in my Cupboard, by Mercer Mayer (Dent £2.50. 460 06784 2). It is school-of-Sendak, but the nightmare beasts are plausibly horrid, while retaining some charm. It might well be reassuring to a young child who has nightmares, and it is a good story in its own right.

The "Nightmare" qualifies as a straightforward children's book. So do the rest of this batch. The Other Side of the Day by Doreen Roberts (Oxford University Press £3.25. 19 279712 3), is about a boy who comes home from a party through the dark. The urban night landscapes are excellent, and do not need so many rather pedestrian words. Emily's Autumn, by Janice May Udry (World's Work £2.10. 437 82181 1), is also wordy. But Emily's memories of her summer have good realistic touches of what it is like to be five or so, with older children and babies about. Eric Blegvad's pictures are strong and evocative.

Barbara and the Dormouse, by Clestino and Ursula Piatti (Evans £2.95, 237 44860 2), is also gentle, and summery, and quite successful. Barbara's father catches a dormouse in the attic, who is kept in a cage until he tells Barbara (in somewhat plonking prose) about his life with his family and she lets him go free.

If this collection is anything to go by, the calls for more children's books that reflect the lives and interests of ordinary city children have hardly been heard in publishers' general lists. Grannies still have farms, houses have large attics, trees have owls—and whimsy reigns undisturbed. There would be nothing wrong if there were plenty of other kinds of children's books appearing—not just ones specially packaged as school readers. And there seems to be a distressing dearth of good stories.

Dad's New Car, by Dorothy Edwards and John Dyke (Methuen £1.50. 416 84310 7) was the only exception I could find. Dad's new secondhand car is a disaster, until the children follow Gran's advice and give a good kick. All the family, from Gran down, are horribly and exaggeratedly realistic, the text and drawings ring true, and it is funny. It is the only book in this whole bunch I can imagine young children—even ones living in large houses with attics—really wanting to read on their own.

Oxford's winter choice

Blood Feud
by Rosemary Sutcliff
'. . . an admirable book, and a splendid read, and we can never have enough work of this quality.'
Times Literary Supplement £2.95

Maurice Maeterlinck's Blue Bird
adapted and illustrated by Brian Wildsmith
Brian Wildsmith adds a new dimension of enchantment to Maeterlinck's perenially-loved play about the search for the Blue Bird of happiness. £2.95

Attacking the King
by J. N. Walker
Only one aim is important in chess: to checkmate the enemy king. This regicide manual, written especially for young players, explains how to do it.
£2.95 paper covers £1.50

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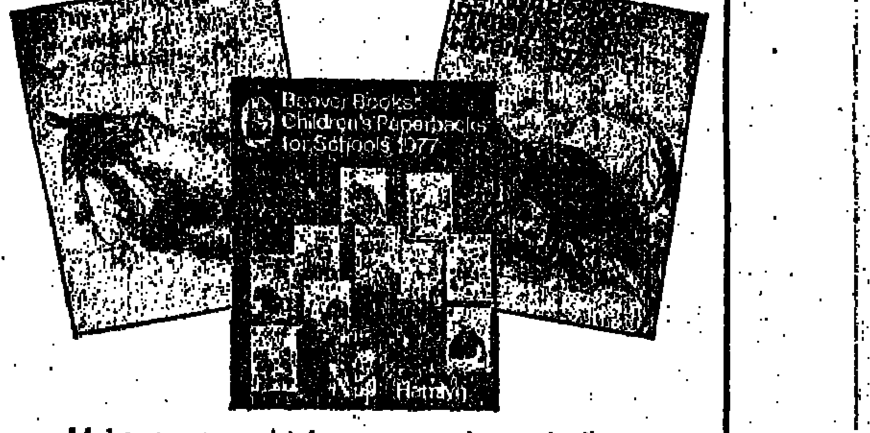

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Running away to literature

Marion Glastonbury on a collection of essays about writing for children

A Peculiar Gift: Nineteenth Century Writings on Books for Children. By Lance Salway.
Kestrel £8.95. 7226 5140 6.

What a proliferation there has been in recent years of books and reviews that begin like this: "The plethoric nature of the subject is simply astounding", exclaimed the Victorian Parent's Review, in response to its own question: "Should Children have a Special Literature?" The attempt at surveillance of book production for children proved too much for Mrs Trimmer, and when she died in 1810, clerics, critics and educationists continued to marvel at the rising tide throughout the century.

Lance Salway has reprinted 40 of their occasional pieces and arranged them (disastrously, it seems to me) in seven parts according to his interpretation of their subject matter, appending introductory paragraphs to justify his categories, and giving them labels such as "Rare and Peculiar Faculties" . . .

This system puts essays by a single contributor at opposite ends of the book and juxtaposes opinions expressed 50 years apart. This destruction of chronological sequence not only makes it difficult to tell, on any given page, which author is talking; it also obscures our perception of what he is talking about.

Trends and tendencies in children's literature are not self-generating; they arise from the historical experience of the writer. Mrs Sherwood's dread of insurrection stemmed from her girlhood acquaintance with aristocratic emigrés at her French school in Reading in 1790. Against this, it might be argued that the genre takes an independent course and progresses by its own momentum, since most story tellers are driven to their first attempt by nostalgia for the tales of their youth and by dissatisfaction with what is currently on the market.

Yet this process of action and reaction can only be understood by considering works and commentaries in order of their appearance. As the conventional wisdom evolved, fantasy superseded folklore and was itself decried by rationalism. Romantics deplored the decline of imagination, while the evangelicals who strove to promote piety stimulated the rival efforts of High Church writers. . . . This battle of the books, presented in this collection like a job lot at an antiquarian jumble sale, was itself part of what the Victorians called "the Warfare of Science and Theology" and was waged in a world of immense economic, technological and demographic changes.

These, in turn, transformed the readership, and redefined the Child. Books for children at the beginning of the period meant books for prosperous nurseries. Journalists felt able to "thank heaven that many a year must pass before any of our darlings in brief petticoats know anything of pecuniary worries" —complacency not shared by parents in manufacturing cities whose children were, in Ruskin's words, being torn to pieces on engine wheels. When the next generation of the labouring poor went to school and enterprising publishers saw new uses for literacy, men of letters had new worries. "The sons of the working classes have been condemned to feast their brains on the penny dreadful. . . . Into the great river of human thought, sewers of Zolaism and mental refuse will from time to time be emptied and dangers will lurk."

Morality on £5,000 a year in Belgrave Square is indeed a very different thing from morality on slop wages in Bethnal Green. Writers in the nineteenth century held strong and varied views about both; yet their rhetoric, their denunciations and exhortations are unintelligible outside their context. Gradgrind could not have existed without Coketown. Yet we still discuss the ethical and philosophical implications of children's literature without any reference to social history. The effect is of words in a temporal void; a clearing of ancient throats, a wagging of admonitory fingers, a last unfolding of valedictory handkerchiefs. As Tolstoy pointed out (and he addressed his polemic to children when he despaired of adults), you cannot grasp the terms of an argument without knowing what your adversary is defending: what he dreads and what is precious to him. In the absence of an "objective correlative", we cannot be sure what these contributors meant by their pious abstractions. And the debate ticks back and forth, predictable as a clock, between the false polarities of fun versus edification; fantasy versus fact.

The redeeming features of the collection are, unsurprisingly, contributed by distinguished names, welcome, not just because they write well but because their work and circumstances are familiar and lend substance to their views. (The editor adds a biographical note on each contributor, but these are brief, unilluminating and inconveniently placed.)

It is a pleasure to read Stevenson's penetrating appreciation of Jules Verne, to learn that Conrad's naval ambitions were prompted by reading Marryat and Fenimore Cooper, to note that Conan Doyle applauded the absence of love in *Treasure Island* on the grounds that "in the career of the average man his marriage is only an incident". (Andrew Lang once said, in cussion of early influences, Captain Marryat had never him wish to run away to se that Thackeray's stories had him want to run away to liter. Both these fluent old profess are represented here.)

Other agreeable chapt Dickens's parody of Cruiksha advocacy of temperance, memoir of Lewis Carroll by mer child-friend — have b recently reprinted and extens quoted elsewhere. The accou Captain Mayne Reid's advent makes entertaining reading strains credulity in places, an deed several of the contempo portraits are refracted th such veneration that we need pendent confirmation of authenticity.

Altogether the essays com themselves as raw material for researcher, not his finished duct. A copious appendix of bibliography of children's illustrators, of value to speci and bibliophiles, many of will have seen these writing *Signal*, the journal for which were originally unearthed. In general reader with an intere nineteenth-century children's tion, I would still recom Gillian Avery's study *Child Pattern* published in 1975 at tion of the price.

Sacred garden

Peter Fanning

The Kate Greenaway Book. By Bryan Hulme.
Frederick Warne £4.95. 7232 1987 7.
Kate Greenaway's Book of Games.
Dent £2.75. 460 06781 8.

Under the window is my garden
Where sweet, sweet flowers grow
And in the pear-tree dwells a robin,
The dearest bird I know.

With these words Miss Kate Greenaway launched a children's book in 1878. "A storm of delight swept through the land"—a storm which echoes through the pre-Raphaelite twilight of the nostalgia ridden 1970s. Rapture for those coy little adults in bonnets and curls and empire-line dresses! Rapture for the little Lord Fauntleroys, for hoops and shuttlecocks and idylls under the apple blossom! If you pine for the rose-tinted never-never land of the Victorian walled garden, then *The Kate Greenaway Book* is for you.

One child I know actually tore up a copy of *A Apple Pie* in a fury. Children are not like that, she fumed, all simpering and toffee-nosed. (Stay out of the garden my pretty one.) But the point is that children were *never* like that. If they come from anywhere these cherubs are a fantasy from the late eighteenth century and Regency periods. One gets the impression that the Greenaway mania was caused by a herd of maiden aunts stampeding to purchase an impression of the creatures which they longed for their hideous nephews and nieces to become.

In rambling high-Victorian style, Bryan Hulme takes us through Miss Greenaway's life and selections from her books. He notes the development in the range and subtlety of her illustrations; her growing lack of enthusiasm for illustrating the work of others; the host of friendly critics, like Ruskin, Crane and Stacy Marks, who were anxious to ply her with useless advice; and the Greenaway spin-offs in the form of statuettes and candelabra and vases. Rather tellingly Mr Hulme remarks that "she was delighted when some of her drawings . . . turned out beautifully in a wallpaper design".

An example of Kate Greenaway's work from her "Mother Goose", also published by Warne.

Certainly Miss Greenaway's verses improved from the grotesque word order of some of her earlier rhymes. But most apposite are those by Jane and Ann Taylor in "Little Ann and Other Poems"—a cloying treacle, where every tale points a tender moral.

Among the illustrations are some less celebrated watercolours. Particularly fine are the autumn tints of a privately owned "Lucy Locket". But "Under my Window" will always be memorable for the pastel shades of the shuttlecock tossers and the little boys dancing on the sand in a ring.

The glossy paper of *The Greenaway Book* produces a rather glaring effect and occasionally the pictures are blurred. Indeed one young person appears as the original bearded lady. *Kate Greenaway's Book of Games* has a more authentic ring and much more subtle colouring. All those hearty games which the ragamuffins play in the street outside—Seesaws, Follow-my-Leader, Up-Jenkins and Tom Tiddler's Ground—are suitably transmogrified for the delight of the maiden aunts and the shepherds and shepherdesses on the lawn, safe within the walls of the sacred garden.

Nicola Bayley's illustrations for Christopher Logue's version of Puss in Boots (Cape £2.95) are as sumptuous as her previous work. Pop-up pictures and delicate borders, detailed and coloured like a Fabergé egg, make this an elegant book to be admired by adults and loved by children.

Harrap have produced another collection of stories and verse for children who are beginning to learn to read. "More Reading with Mother" (£2.50), selected by Frank Waters, contains many old favourites, including the work of Lewis Carroll, Alison Uttley, A. A. Milne and Hilaire Belloc.

Far away and long ago

Of Nightingales That Weep. By Katherine Paterson.
Kestrel £2.75. 0 7226 5199 6.
Journey to Jorsala. By George Finkel.
White Lion £2.50. 85686 250 9.
Blood Feud. By Rosemary Sutcliff.
Oxford University Press £2.95. 19 271392 2.

One of the central problems of the writing of historical novels (especially, perhaps, for young readers) is that of conveying enough information about the public events which affect the lives of the characters, without losing the focus and force of fiction. A Tolstoy can turn aside from his people and write a section of history without losing power, but for lesser writers—that is, almost everybody else—it is a dangerous activity. This is particularly so when the chosen events are so remote in time or place or both that very little can be assumed as knowledge in the readers.

So Katherine Paterson, writing about twelfth-century Japan, is obliged to begin with an historical note, listing the unfamiliar great names of the warring factions whose power struggles affect the life of her heroine Takiko, and from time to time has to withdraw from her concentration on one girl's problems to a greater distance from which she can set out the state of the conflict. However, she does this with a good deal of skill, using Takiko's perceptions wherever possible to give personal relevance to the great events.

Daughter of a Samurai, Takiko becomes step-daughter to a misshapen potter and then a court favourite, playing music to charm the infant Emperor until the defeat of his supporters and his destruction. Meanwhile, Takiko, at 15, has been seduced by a young warrior, a heartless double agent, and has lost her mother and baby step-brother in an outbreak of plague. The novel appears to be about to end on a dying fall, in the full contemplation of the grimmer facts of life, but it takes a sudden, startling upswing into unexpected, and yet well-prepared joy. The bitter-sweetness, like the scent of chrysanthemums, seems wholly appropriate.

George Finkel, writing in *Journey to Jorsala* of Europe and North Africa a century earlier, at the time of the First Crusade, fails to solve the problem of history; indeed, confronted by pages of bald narrative of the political and religious background to Godric Anwulfson's life, I often felt I was reading the very text with which the Mouse tried to dry the inhabitants of Wonderland after they had fallen into the pool of Alice's tears. This is partly because the author is trying to write his narrative as if it were a monk's record of a saint's life—since Godric at the end is being considered for sainthood—so that the reader is always kept at a distance from him and his companions in adventures on the way to the Holy Land. The tight pac of smallish print on beige pape an attempt to make a long b look short enhances the impression.

It is also not helped by the that Rosemary Sutcliff's new bo *Blood Feud*, covers some of t same terrain a little earlier in For this book is something we come to expect from Miss Sut - a model of how to centre hi in a life. Like Katherine Pat she begins with an historical n but thereafter, since she is wr in the first person, the stage attendant on the birth of Chris Russia and the defence of By tium against the Bulgars described to the reader as Jes her hero-narrator, saw or he them: as news, not chronicle.

The element of naive roma here, in Jestyn's attachment to Viking who is first his master, his blood-brother, in his love the physician's daughter he sa from a hunting leopard, and in generous resolution of the l phase of the blood feud give strong and legitimate emoti centre to the narrative; I wo be sorry to think that young rea were now too sophisticated respond to those triggers. Inde my only disappointment was discovery that Charles Keepi illustrations comprised only jacket and one superb small dr ing on the title page: not ex a contravention of the T Descriptions Act but a depriva

Audrey L

Round table romance

The King's Damosel.
By Vera Chapman
Rex Collings £3.00 086 036 018 0.
King Arthur's Daughter
By Vera Chapman
Rex Collings £3.00. 086 036 012 1.

Two more heroines have completed Vera Chapman's Arthurian trio *The Three Damosels*, which began last year with *The Green Knight*, a remarkable first novel written in the author's seventies. It is not, conventionally speaking, a trilogy; the three books are not to be read in a specified order and are not uniformly produced. Their unifying purpose is to make more of the role of women at the court of King Arthur, who himself remains uncharacteristically offstage. To achieve this, Mrs Chapman has had to invent two girls, Vivian, the granddaughter of Merlin in *The Green Knight* and now Ursulet, Arthur's heir in *King Arthur's Daughter*. The third, Lynett, the damosel sauvage, was already there in Malory to be expanded into a central figure in her own story.

The inventions are happy enough and Mrs Chapman disarms criticism in an author's note claiming a jongleur's licence in the Matter of Britain. But her relationship with Malory is less happy than her previous collaboration with the Gawain poet. He nowhere suggests that Vivian the enchantress is sister to Morgan le Fay and Morgause and the family tree at the beginning of the two new books only adds to the confusion. King Arthur's daughter is a legitimate outcome in more senses than one, a new beginning in the tradition of Noah's rainbow. But a more delicate task in the handling is a world where Mordred did not die in the holocaust of Camlann with his father and Sir Bedivere lingers on as a war veteran.

Still, these *frissons* are unlikely to worry many of her readers and her storytelling gifts are again well displayed. *King Arthur's Daughter* has one particularly powerful sequence in which Ursulet and her followers escape from Mordred's castle through an underground river and dragon-infested caverns. M effective as an independent nov *The King's Damosel*, a study Lynett who mercilessly goaded Gareth throughout his quest rescue her sister. Vera Chap takes up the tempting theory th Lynett was herself in love wi Gareth and shows how a passion unconventional girl, frustrated by lack of adventure and embittered by her experience of men turns int a scold. Though Lynett does no one requited love, she knows it at great cost and she finds her t destiny as Arthur's messenger worthy to achieve the Grail itself.

My only reservation about th two new books is the sadism of so of the incidents. Unsoftened fifteenth-century idiom and spellin the vivid rapes and other viole deeds are given with a most grandmotherly relish. The stori can stand by their own merits and would powerful adventures and would have been anaemic if less blo thirsty.

Mary Hoffm

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Nursery Education

Headships

EALING
(London Borough)
EDUCATION SERVICE
THE MAPLES NURSERY SCHOOL
18 High Street, Acton W3 6LJ

Required for April, 1977, or as soon as possible: HEAD TEACHER for this Group 1 Nursery School.

London Allowance £402 plus Social Priority Allowance payable.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible (stamped addressed envelope).

SHEFFIELD
EDUCATION COMMITTEE
[illegible] FIRST SCHOOL
Westfield North Way, Halfway, Sheffield, S19 [illegible]

Required for Easter, 1977, a HEAD TEACHER for this Group 5 school.

Salary £5,[illegible] to £5,808 plus £312 supplement.

Application forms and further details are obtainable from the Chief Education Officer, P.O. Box 67, Leopold Street, Sheffield, S1 1RJ, to whom applications should be returned as soon as possible.

Deputy Headships Senior Masters/Mistresses

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
MACMILLAN NURSERY SCHOOL,
4th Avenue, Kingston upon Hull
Head, Mrs. M. A. Rice

Required from Easter, a DEPUTY HEAD TEACHER for this Group 2 Nursery School with 90 places for pupils aged three to five years.

Application forms are obtainable from the Head, to whom completed forms should be returned by 3rd February.

SANDWELL
(Metropolitan Borough of)
EDITH SANDS NURSERY SCHOOL
Pottery Road, Off Brasshouse Lane, Smethwick, Warley, West Midlands

Required for Summer Term, 1977, or earlier if possible: DEPUTY HEAD TEACHER (Group 2). Nursery experience preferable but consideration will be given to experienced Infant Teachers with Reception Class experience.

Previous applicants need not re-apply.

Application forms and further details available from (and returnable to) the Director of Education, Education Offices, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, B70 8RL. Closing date: 28th January 1977.

Other Appointments

CAMBRIDGESHIRE
HUNTINGDON AREA
SPRINGFIELDS EDUCATION CENTRE
Cromwell Walk, Huntingdon, Cambs.

Required for January, 1977: a NURSERY INFANT TEACHER with an intelligent, sympathetic approach, to work with two Nursery Nurses in a Nursery Assessment Group of eight children, aged 3-5 years. Scale 2 post.

Application forms are available from the Head Teacher at the Centre. Closing date: 4th February, 1977.

EALING
(London Borough)
EDUCATION SERVICE
JOHN CHILTON SCHOOL,
Compton Crescent, Northolt, Middlesex

NURSERY TEACHER required from April 1977.

Applications are invited for the post of Assistant Teacher to be responsible for the Nursery Unit providing places for approximately 10 children, at this new school for handicapped children.

A suitably qualified TEACHER with specific NURSERY TRAINING and good relevant experience is required for this post, and candidates must have a sympathetic understanding of the needs of young handicapped children. The teacher appointed will have the assistance of a full-time qualified Nursery Nurse, and will work in a well equipped and purpose built Nursery area.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Application forms and further details are obtainable from the Headmistress at the school, to whom completed applications should be returned as soon as possible. Candidates are invited to visit the school by appointment. Tel 01-845 1327 (stamped addressed envelope).

EALING
(London Borough)
EDUCATION SERVICE
NURSERY TEACHERS in Day Nurseries.

Following a successful experiment in cooperation between a nursery school and a day nursery, the Authority seeks to appoint for April or as soon as practicable a small number of qualified nursery TEACHERS to work on a part-time basis in day nurseries. At present it is envisaged that four day nurseries (which provide day care for young children under the control of the Social Service Committee) would participate in the scheme for up to one school session per school day.

Applications are therefore invited from teachers who could offer either half-time or full-time services, have preferably completed their probationary period, and who would be prepared to work in more than one location within the Borough. It is expected that the teachers appointed would be generally responsible to the Head of a nursery school, but they would also need to develop a close working liaison with the officers-in-charge of the appropriate day nursery nurseries. Salary Burnham Scale 1 plus £402 London Allowance; teachers' conditions of service.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Application forms and further details may be obtained from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (stamped addressed envelope).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
QUEENBOROUGH COUNTY PRIMARY SCHOOL
Edward Road, Queenborough Sheppey, Kent

Experienced TEACHER required for the nursery classes at this school. Must have worked with children 3-5 years of age and have experience of working with a team, and of close contacts with parents.

Application forms from Divisional Education Officer County Offices, Avenue of Remembrance, Sittingbourne. Closing date 7th February.

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest.
Required for April, 1977:
Qualified NURSERY TEACHER (Nursery-training essential).

Scale 1—to work with one other teacher in a new nursery unit opening later this year at Henry Maynard Infants' School. The nursery unit will cater for 80 children attending on a half day basis.

London Allowance £297 payable.

Application forms (enclose stamped addressed envelope) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, E10 5QJ.

Closing date: 4th February, 1977.

Primary Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
CHALTON PRIMARY SCHOOL
Chalton, Luton, Beds., LU4 9UJ
From April, 1977, or earlier if possible —

Applications are invited for the HEADSHIP of this Group 1 Primary School which caters for children aged 5 to 10. Estimated roll September, 1977, 31 pupils.

Under the Authority's reorganisation plans the School is due to become a 5 to 9 Lower School in September, 1977.

Application form and further particulars obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.

Closing date, 31st January, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
WHITEFIELD INFANT SCHOOL
Luton, Beds
From April, 1977

Applications are invited for the HEADSHIP of this new Infant School (Group 5) due for completion in August, 1977. The school will cater for pupils aged 5-7 and will also contain a 40 place Nursery Unit. The estimated roll for September, 1977, is 151 pupils excluding children of nursery school age.

Application form and further particulars obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.

Closing date, 8th February, 1977.

BEXLEY
(London Borough of)
WESTWOOD INFANT SCHOOL,
HEAD TEACHER—Group 4

Applications are invited from experienced TEACHERS for the post of HEAD TEACHER.

Appointment to commence from Summer Term, 1977, i.e., 19th April.

Application forms and further details available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent, to whom they should be returned by Monday, 31st January.

BURY
(Metropolitan Borough of)
AFFETSIDE PRIMARY SCHOOL
Watling Street, Affetside
Number on roll 68
Required for 1st May, 1977 —
HEAD TEACHER (Group 2)

Application forms and further details obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury, by the 4th February, 1977.

Cyngor Sir DYFED County Council
EDUCATION COMMITTEE

Required for the commencement of the Summer Term, 1977:

(1) HAYCASTLE C.P. SCHOOL, Haycastle Cross (Group 3, approx. 99 pupils)

Applications are invited from suitably qualified TEACHERS for the post of HEADTEACHER at the above named school. Welsh essential.

(2) SOLVA C.P. SCHOOL (Group 3, approx. 85 pupils)

Applications are invited from suitably qualified TEACHERS for the post of HEAD TEACHER at the above named school. Welsh essential.

Application forms for posts 1 and 2 are available, on receipt of a stamped addressed envelope from the Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen, to be returned no later than Friday 4th February, 1977.

(3) YSGOL UWCHRADD FODERN EMLYN, Castell Newydd Emlyn (464 o ddisgyblion)

Yn eisiau erbyn mai 1af, 1977 athro neu athrawes brofiadol i weithio yn yr adran addysg arbennig graddfa 1.

Rhaid i ymgeiswyr ddeall problemau cymdeithasol, emosiynol ac addysgiadol plant llai galluog. Rhoddir blaenoriaeth i'r rhai sydd eisoes a phrofiad yn y maes hwn.

Bydd y gallu i ganu'r piano yn fantais. Disgwylir y bydd y rhan fwyaf o'r gwaith i'w wneud drwy gyfrwng y gymraeg. Dylid anfon eisiadau am y swydd drwy lythyr, yn rhoi manylion llawn am gymwysterau a phrofiad, ynghyd ac enwau a chyfeiriad dau ganolwr at brifathro'r ysgol erbyn y 4edd o chwefror, 1977.

For all the above posts.

Canvassing directly or indirectly will disqualify.

HENRY D. THOMAS, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen.

Low Hall Nursery School,
Low Hall Lane, Walthamstow, E.17.

Required April or September, 1977:—

Head Teacher - Group 3

Applications are invited from qualified teachers preferably with substantial nursery experience to the above post.

The school provides 60 full-time and 60 part-time places.

London Allowance £297 payable.

Application forms (enclose s.a.e) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, E10 5QJ.

Closing date: 11th February, 1977.

London Borough of
Waltham Forest

Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).

Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

ilea
Inner London Education Authority

For teaching posts in Inner London

See pages 60 and 61

ESSEX COUNTY COUNCIL

Required from September 1st, 1977.

Southend Area (Readvertisement)

Bournes Green County Infants School
Burlescombe Road, Southend-on-Sea
(Roll 161) Group 3
HEAD
for this Infant School.

Thurrock Area (Readvertisement)

Woodside County Primary School
Grangewood Avenue, Little Thurrock, Grays
(Roll 428) Group 6
HEAD
for this Junior Mixed and Infant School.

West Essex Area (Readvertisement)

White Bridge County Junior School
Greensted Road, Loughton
(Roll 355) Group 6
HEAD
for this Junior School.

Previous applicants need not re-apply for these posts as their applications will receive consideration.

Basildon/Brentwood Area

Junction Road County Junior School
Brentwood (Roll 147) Group 3
HEAD
for this Junior School.

Central Area

South Woodham County Primary School
South Woodham Ferrers
(Accommodation for 280) Group 5
HEAD
for this new Primary School.
Closing date: 4th February, 1977.

Application forms and further details of these posts may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

Head Teachers

for the following schools September 1977:

Sybourn Infants' School (with Nursery Annexe)
Sybourn Street, London, E.10
Burnham Group 5
Current roll: 240 Main School
80 Nursery (part-time)

Winns Infants' School
Fleeming Road, London, E.17
Burnham Group 5—Current roll: 260

London Allowance £297 payable.

Application forms (enclose S.A.E.) obtainable from the Chief Education Officer, Municipal Offices, High Road, Leyton, London, E10 5QJ.

Closing date: 4th February, 1977.

London Borough of
Waltham Forest

Buckinghamshire
Aylesbury Vale Division
Swanbourne C.E. (Aided)
First School,
near Buckingham

Headteacher

For this school, in an attractive village, from September, 1977. Roll 50 pupils aged 5 to 9 plus. Group 1 Headteacher salary payable (subject to review). Possibility of rented accommodation being available.

Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation.

Application form and further details (s.a.e.) from Divisional Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UH. Completed forms to be returned to Mr. G. H. Alcock, 18 Mursley Road, Swanbourne, Milton Keynes MK17 0SH. Closing date 11th February.

PRIMARY
Headships
continued

CAMBRIDGESHIRE
HUNTINGDON AREA
HEAD TEACHERS
CROMWELL ROAD COUNTY INFANTS SCHOOL
St. Neots, Huntingdon
Previously advertised as St. Mary's C.E. Infants School

Required for September, 1977: for this new group 4 semi-open plan Infants School.

Assistance may be given with removal expenses.

Application forms and further information available from the Senior Area Education Officer, Gazeley House, Huntingdon, Cambridgeshire, to whom completed application forms should be returned by 4th February 1977.

CAMBRIDGESHIRE
MARCH AREA
MANEA COMMUNITY PRIMARY SCHOOL
Manea, March, Cambridgeshire PE15 0HA
Telephone: Manea 295
(Group 2)
(Roll 10[illegible])

Required for Summer Term, 1977: Applications are invited from well-qualified and suitably experienced candidates for appointment to the post of HEAD TEACHER (Group 2) plus Community Allowance of £200 per annum.

Candidates for this post should be committed to the Community School concept.

Further details and application forms are available from the Senior Area Education Officer, Education Offices, Touthill Close, City Road, Peterborough, PE1 1UJ (stamped addressed envelope) and should be returned not later than 2nd February, 1977.

CLWYD
COUNTY COUNCIL
GELLIFOR C.P. SCHOOL,
Ruthin
(42 pupils)
HEADSHIP
(Group 1)

Application forms (in Welsh or English) may be obtained from the undersigned, to whom they should be returned by 31st January.

John Howard Davies, Director of Education, Shire Hall, Mold.

CUMBRIA
EDUCATION COMMITTEE
ARNSIDE NATIONAL C. OF E. PRIMARY SCHOOL
(Voluntary Aided Group 3: Roll 15[illegible], mixed four to 11)
HEAD required from beginning of Summer Term, 1977.

Further details and application forms from C. D. Bishop, Assistant Director of Education, South Division, John Whinnerah Institute, Barrow in Furness, to whom completed applications should be returned by 4 February, 1977.

Applicants are reminded that this is a Church of England School.

DEVON
HIGHFIELD COUNTY INFANTS' SCHOOL
Torridge Way, Efford, Plymouth
(Group 4)

Applications are invited from suitably qualified and experienced TEACHERS for appointment of HEAD TEACHER of this mixed infants' school. To commence September 1, 1977.

Application forms and further particulars (stamped addressed envelope) from Area Education Officer, Civic Centre, Plymouth, returnable to him by February 4, 1977.

DORSET
ALL SAINTS C.E. (CONTROLLED) PRIMARY SCHOOL
Bishops Caundle, near Sherborne
(Group 3, roll 1[illegible])
HEAD TEACHER required from September, 1977. Assistance with removal and legal expenses.

For application form (to be returned by February 10) and further details send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

DORSET
HEATHERLANDS FIRST SCHOOL
(five to eight)
Library Road, Parkstone

Applications are invited for the HEADSHIP of this school (Group 5 plus Social Priority School Allowance) which will become vacant at the beginning of the Autumn Term, 1977. Assistance with removal and legal expenses.

Application forms and further details from the Staffing Officer (on receipt of stamped addressed envelopes), Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth.

DORSET
TOWNSEND COUNTY PRIMARY SCHOOL AND COMMUNITY CENTRE
Throop Road, Bournemouth
Appointment of HEAD TEACHER (Group 4)

Required April 1977, or as soon as possible thereafter: Head Teacher of this new Primary School and Community Centre, which is scheduled to open in September 1977. The School is for 240 pupils aged 5-11 years.

The School and Centre is a joint project of the Local Education Authority and the District Council, and the Head Teacher will be responsible for both School and Centre. Assistance with removal and legal expenses.

Application forms and further particulars may be obtained (stamped addressed envelope) from the Staffing Officer, Education Department, Portman House, Richmond Hill, Bournemouth. Closing date is 7th February, 1977.

DURHAM
COUNTY COUNCIL

Applications are invited for the HEADSHIPS of the following schools:—
EASINGTON (GLENHILL) NURSERY—Group 1
LANCHESTER NURSERY—Group 1
FRAMWELLGATE MOOR COUNTY INFANT—Group 4
MURTON BARNES ROAD JUNIOR MIXED—Group 4

Application forms and further details obtainable from the Director of Education, P.O. Box [illegible], County Hall, Durham, DH1 5UJ, on receipt of a foolscap stamped addressed envelope, to be returned by 4th February, 1977.

EALING
(London Borough)
EDUCATION SERVICE
HOBBAYNE FIRST SCHOOL
Greenford Avenue, Hanwell W7
HEAD TEACHER required from September, 1977. Group 5 Salary Scale plus £402 London Allowance.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms (stamped addressed envelope) and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
WEST BLATCHINGTON JUNIOR SCHOOL
Amberley Drive, Hove, Sussex
Required September, 1977, HEAD TEACHER (Group 5).

The school will become a Middle School from September, 1978, catering for the age range eight to 12 years. This promises to be a challenging but stimulating appointment.

Application forms and details from the Area Education Officer, Westbourne Street, Hove, to whom completed forms should be returned. Closing date 10th February.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
WILBURY JUNIOR SCHOOL
Wilbury Way, London N18 1DE
Roll 2[illegible]4
Required in September 1977, HEAD TEACHER—Group 5.

Consideration given to the following: 100 per cent removal expenses (maximum £300), generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to 4 months) in certain cases.

Application forms (stamped addressed envelope) obtainable from the undersigned, to be returned to The Director of Education by Friday, 4th February, 1977.

G. Hutchinson, B.A., Director of Education, Education Department, P.O. Box 56, Civic Centre, Enfield.

ESSEX
BASILDON & BRENTWOOD AREA
SPRINGFIELD COUNTY JUNIOR SCHOOL
Honeypot Lane, Basildon
(Roll 1[illegible]0, Group 4)

Applications are invited for appointment, either from the commencement of the Summer Term, 1977, initially as HEAD of the existing Junior School, or the Autumn Term, 1977, when the Springfield County Junior and Infant Schools are expected to be reorganised to form the Springfield County Primary School.

Closing date: 4th February, 1977.

Application forms and further details of this post may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.

HAMPSHIRE
ALDERMOOR FIRST SCHOOL
Required for September, 1977.—HEAD TEACHER—Group 6.

Stamped addressed envelope for details and application form to: The Area Education Officer (SW1), Southampton Area Education Office, Arundel Towers North, Portland Terrace, Southampton SO9 4XE.

Closing date for applications: 4th February, 1977.

HAMPSHIRE
SOUTH-EAST AREA
HAVANT, [illegible] COUNTY INFANT SCHOOL
(Number on roll 2[illegible])

Applications are invited for the HEADSHIP of this Group 5 school.

Application forms and further details from the Area Education Officer, 2 Beechworth Road, Havant. (Stamped addressed envelope, please.)

Closing date, 2nd February.

(Readvertisement — applications already received will be considered.)

HAMPSHIRE
GOSPORT, GOMER (NEW) COUNTY JUNIOR SCHOOL
Required September 1977
HEAD TEACHER, Group 5.

Details from Area Education Offices, Walpole Road, Gosport (stamped addressed envelope, please).

Closing date 7th February.

HARINGEY
(London Borough of)
Required for April, 1977
COLERIDGE INFANTS' SCHOOL,
Crescent Road, N8 8AL

Applications are invited for the post of HEAD TEACHER (Burnham Group 4).

London Allowance £402 payable.
Removal expenses 100 per cent allowed.

Application forms (stamped addressed envelope) and further details may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 4th February, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
MID-HERTS DIVISION
NEW J.M.I. SCHOOL
Panshanger, Welwyn Garden City
(Group 4)

Applications are invited for post of HEAD of this new one-form entry school due to open September 1977.

For application forms, returnable by 7th February, and further details apply to Divisional Education Officer, 9 Guessens Road, Welwyn Garden City.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THERFIELD C.P. SCHOOL
The Causeway, Therfield,
Nr. Royston
(Group 1. Number on Roll 40)

HEAD required for April, 1977 for this village first school (5 to 9).

Application forms and further details obtainable from the Divisional Education Officer, County Council Offices, Grammar School Walk, Hitchin, Herts SG5 1JN.

Completed forms of application should be returned by Monday, 7th February.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GILLINGHAM DIVISION

ST. AUGUSTINE'S OF CANTERBURY R.C.
Gillingham
(Group 4)
Appointment of HEAD TEACHER
New school opening in Rainham, January 1978.
Appointment to take effect from September 1977.
Application forms and further particulars from Divisional Education Officer, Municipal Buildings, Gillingham, or the Managers, 9 London Road, Rainham, to be returned to Divisional Office by 28th January, 1977.

MIERS COURT COUNTY PRIMARY
[illegible]
(Group 6)
Appointment of HEAD TEACHER
New modern design school due to open January 1978.
Appointment to take effect from 1st September 1977.
Further particulars and application forms from Divisional Education Officer, Municipal Buildings, Gillingham, to whom they should be returned by 4th February.

CANTERBURY DIVISION

ST. ALPHEGE C.E. INFANTS'
Whitstable
(Group 4: Roll 1[illegible])
HEAD TEACHER
Appointment to take effect from 1st September 1977.
Application forms and further particulars from Divisional Education Officer, 7[illegible] London Road, Canterbury, to whom they should be returned by 28th January 1977.

DOVER DIVISION

DEAL PAROCHIAL C.E. (AIDED) PRIMARY SCHOOL
(Group 6)
London Road, Deal
DEPUTY HEADTEACHER required for September, 1977, on the retirement of the present holder.

Applicants should be practising members of the Church of England and are asked to submit curriculum vitae to the Headteacher stating special interests. Closing date January 28, 1977.

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WILBERLEE JUNIOR & INFANTS' SCHOOL
[illegible] Road, Slaithwaite, Huddersfield HD7 5[illegible]

Applications are invited from suitably experienced TEACHERS for the HEADSHIP of this Group 3 school catering for the age range 5 to 11. The vacancy will be for September, 1977.

Application forms and further information (stamped addressed envelope please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield, HD1 6QW. Closing date for completed applications, 4th February, 1977.

LINCOLNSHIRE
WHITE'S WOOD LANE COUNTY JUNIOR SCHOOL
Gainsborough
(Number on Roll: 3[illegible]0)
HEADSHIP
Burnham Group [illegible]

Applications are invited from suitably experienced TEACHERS for appointment as HEADTEACHER of the above school to take up duty on 20 April 1977.

Application forms and further details available on receipt of a stamped addressed envelope from the Divisional Education Officer, [illegible] Road, Lincoln, LN2 [illegible]. Closing date for the receipt of applications, 5 February 1977.

SANDWELL
(Metropolitan Borough of)
ST. MARY'S R.C. (VOLUNTARY AIDED) JUNIOR AND INFANTS' SCHOOL
Manor House Road, Wednesbury, West Midlands

Required for Summer Term, 1977. Applications are invited from suitably qualified and experienced Roman Catholic TEACHERS for the post of HEAD TEACHER (Group [illegible]).

This is a well-established school with good facilities, and very good relationships with parents.

Application forms and further details are available from the Director of Education, Education Department, P.O. Box 41, [illegible], West Bromwich, West Midlands B70 [illegible]. Completed forms to be returned to Reverend Father O'Meara, St. Mary's Presbytery, Wednesbury, West Midlands. Closing date: 31st January 1977.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
STANLEY KIRKHAMGATE J.I. SCHOOL
(Group 3)
HEAD required from Summer Term, 1977.
Closing date, 11th February, 1977.

CASTLEFORD REMEDIAL CENTRE
Required as soon as possible: TEACHER in Charge of Centre—Burnham Scale 3.
Closing date 18th February.

Application forms and further details from the Education Office, [illegible], 8 Bond Street, Wakefield. Telephone 70211, Ext. [illegible]

BROOKSIDE PRIMARY SCHOOL
Perth Avenue, Hayes, Middlesex UB4 9LW
Required for April 1977

HEAD TEACHER
(Group 5)

Applications are invited for the Headship of this semi open plan Junior and Infant School with approximately 300 children on roll. Candidates should be suitably experienced and possess a thorough knowledge of and commitment to modern educational theory and practice.

Application forms from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (Telephone Uxbridge 38232, Ext. 275), to whom they should be returned as soon as possible and not later than 1st February 1977.

London Allowance Payable. 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

LONDON BOROUGH OF
HILLINGDON

WALSALL
Metropolitan Borough
Education Committee

Mossley Infants School
Mossley Lane, Bloxwich

Head Teacher
Group 4

Applications are invited for the post of Head Teacher at the above school.

Application forms and further particulars are available from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall, WS1 1DQ, should be returned on or before 8th February, 1977.

BOROUGH OF
HARINGEY

EDUCATION SERVICE

NOEL PARK INFANTS' SCHOOL
Gladstone Avenue, London N22 6LH

Applications are invited for the post of

Head Teacher
(Group 6)

for April, 1977. This post arises due to the retirement of the present Head Teacher.
London Allowance payable. £402.

Application forms (s.a.e.) and further details may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 4th February, 1977.

PRIMARY
Headships
continued

WARWICKSHIRE
APPOINTMENT OF HEAD
ST. FAITH'S C.E. (CONTROLLED) JUNIOR SCHOOL
St Faith's Road, Alcester

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of this Group 4 School ([illegible] on roll) with effect from September, 1977.

On receipt of a stamped addressed envelope, application forms and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 8th February, 1977.

WARWICKSHIRE
ST. GREGORY'S R.C. JUNIOR AND INFANT SCHOOL
Stratford-upon-Avon

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of this Group 5 School (235 on roll) from 1st September, 1977.

Application form and further details available from the Reverend J. R. Richardson, St. Gregory's Priory, Welcombe Road, Stratford-upon-Avon, Warwickshire, CV37 6UJ, to whom forms are returnable by 28th January, 1977 (stamped addressed envelope please).

WEST SUSSEX
COUNTY COUNCIL
MID SUSSEX AREA
LINDFIELD C. INFANTS
[illegible], Lindfield
(Group 4)
HEAD TEACHER required, September, 1977.
Form and details from Education Officer, 58 Church Road, Burgess Hill RH15 9AJ.

WILTSHIRE
Readvertisement

HEAD TEACHERS are required from Summer Term, 1977, for the following two Primary Schools.

CROCKERTON C.E. CONTROLLED SCHOOL
Group 1
(No. on roll: 48)

ENFORD C.E. CONTROLLED SCHOOL
Group 2
(No. on roll: 56)

The closing date for these two posts is February 4, 1977. Further details and application forms from Chief Education Officer, County Hall, Trowbridge (on receipt of stamped addressed envelope). Previous applicants need not apply.

WILTSHIRE
GRAFTON C.E. CONTROLLED SCHOOL
Group 2
(No. on roll 5[illegible])

HEAD TEACHER required from Summer Term 1977.

Further details and application forms from Chief Education Officer, County Hall, Trowbridge (on receipt of stamped addressed envelope). Closing date February 4, 1977.

WILTSHIRE
SAMBOURNE C.E. PRIMARY SCHOOL,
Warminster, Wilts.
Group 3
(No on roll 320)

HEAD TEACHER required. Closing date February 11, 1977.

Further details and application forms from Chief Education Officer, County Hall, Trowbridge (on receipt of stamped addressed envelope).

Deputy Headships Senior Masters/Mistresses

BARKING
(London Borough of)
RODING INFANTS SCHOOL
(Roll [illegible])

Applications are invited from experienced and enthusiastic TEACHERS for the DEPUTY HEADSHIP of this vertically grouped Infants School. Experience in progressive infant methods essential and an ability to offer music desirable. The successful candidate will be expected to take up duties in September, 1977. Informal visits welcomed (Tel. 01-592 [illegible]).

Salary Group 4, £3,[illegible] to £3,556 plus £312 supplement and £402 London addition.

Reimbursement of removal expenses in approved cases.

Application forms available (stamped addressed envelope) from the Deputy Chief Education Officer, Town Hall, Barking, Essex, returnable by 3rd February, 1977.

BARNET
(London Borough)
Required from April 25, 1977:
QUEENSWELL J.M. SCHOOL,
Sweets Way, Whetstone N20 0NQ

Applications are invited from suitably experienced and qualified candidates for the post of DEPUTY HEAD TEACHER.

Group 6 Salary Scale (£3,780 to £4,833 per annum, Plus £312 and £297 London Allowance).

In approved cases assistance may be given by way of up to 100 per cent removal expenses and the payment of separation allowances.

Application forms (stamped addressed envelope) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL to whom completed forms should be returned by February 4, 1977.

BUCKINGHAMSHIRE
[illegible]
PORTFIELDS COUNTY COMBINED SCHOOL
[illegible]
Newport Pagnell
(Age range, five to 12)

HEAD of MIDDLE SCHOOL DEPARTMENT (Deputy Head) Group [illegible]. This is a new purpose-built school for [illegible] pupils and the [illegible] will be available from April, 1977. [illegible] This post is equally open to both men and women. Subject to the County Council's regulations, removal expenses up to £[illegible] and board and lodging allowances will be payable.

Application forms obtainable from the Headmaster, Portfields County Combined School, Wordsworth Avenue, Newport Pagnell, Bucks MK16 8DY (Please enclose a stamped addressed foolscap envelope.)

CAMBRIDGESHIRE
HUNTINGDON AREA
Readvertisement
THONGSLEY C. J. SCHOOL,
Buttsgrove Way, Huntingdon

Required for April 1977 or as soon as possible thereafter suitably qualified TEACHER with ideas and imagination for the post of DEPUTY HEAD TEACHER for this semi-open plan Group 5 school.

Application forms and further information available from the Senior Area Education Officer, Gazeley House, Huntingdon on receipt of a stamped addressed envelope to whom completed application forms should be returned by 31st January 1977.

CROYDON
(London Borough of)
PARK HILL INFANTS SCHOOL
Stanhope Road, Croydon, CR0 5NS
Tel: 01-686 0717
Tenable: Easter 1977
DEPUTY HEADSHIP.

This is a new open-plan school where co-operative teaching is practised. The vacancy is due to promotion.

Salary—Deputy Headship Group 4 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
ESTOVER DISTRICT OF PLYMOUTH
GROUP 6 MIXED PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced TEACHERS for appointment as DEPUTY HEAD TEACHER of this new school which is scheduled to open in September 1977.

Application forms and details (stamped addressed envelope) from Area Education Officer, Civic Centre, Plymouth, returnable to him within 14 days.

DEVON
SOUTH BRENT COUNTY PRIMARY SCHOOL

Applications are invited from suitably qualified candidates for the post of DEPUTY HEAD TEACHER at this Group 4 School, tenable from 1st September, 1977.

Application forms and further particulars from Head Teacher returnable by 4th February, 1977.

DEVON
YEALMPSTONE FARM DISTRICT OF PLYMOUTH
GROUP 4 MIXED PRIMARY SCHOOL

Applications are invited from suitable qualified and experienced TEACHERS for appointment as DEPUTY HEAD TEACHER of this new school which is scheduled to open in September, 1977.

Application forms and details (stamped addressed envelope) from Area Education Officer, Civic Centre, Plymouth, returnable to him within 14 days.

DORSET
MERLEY COMBINED SCHOOL
Poole

Required September, 1977 — DEPUTY HEAD TEACHER (salary Group 6) required for this new school designed as an eight to 12 Middle School due to open in September, 1977. Initially the school will cater for the five to 12 age range.

Assistance with removal and legal expenses.

Application forms and further details from the Staffing Officer (on receipt of stamped addressed envelope), Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth.

ESSEX
ST. JOSEPH'S PRIMARY SCHOOL
(Roll 300+)
Vaagen Road, Canvey Island
Tel.: Canvey Island 5903
DEPUTY HEAD

Required April, 1977. Applicants should be suitably qualified practising Catholics with a modern approach to education for this Group 6 School. Duties would include responsibility for general welfare of boys and boys' games.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
DEPUTY HEAD from April 20, 1977 for
LONGLEVENS INFANTS' COUNTY SCHOOL
Paygrove Lane, Longlevens, Gloucester
(2[illegible]4 on roll; Group 3)

Forms from and returnable to the Head. Enclose stamped addressed envelope.

HAMPSHIRE
BASING COUNTY INFANT SCHOOL
Milkingpen Lane, Basing

Required for April 20 or September 1, 1977: Group 4—DEPUTY HEADTEACHER.

Stamped addressed envelope to Head for details.

Closing date: February 2.

HAMPSHIRE
GATCOMBE PARK FIRST SCHOOL
St. Barbara Way, Portsmouth, PO2 0UR
DEPUTY HEAD, Group 4.
Required from April 26.
Stamped addressed envelope to Head for details.

HAMPSHIRE
WESTON PARK FIRST SCHOOL
Newtown Road, Southampton, SO2 9HX
Required for September 1977: DEPUTY HEAD—Group 5.
Stamped addressed envelope to Head for details.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
BARNCROFT J.M.I. SCHOOL
Grove Hill, Hemel Hempstead
Headmaster, Mr. A. L. McGregor

DEPUTY HEAD required for this semi-open plan school due to open in April, 1977. Excellent opportunities for person with initiative and ability interested in a cooperative approach.

Applications to the Headmaster, care of Holtsmere End J.M.I. School, Shenley Road, Hemel Hempstead. Please state particulars, interests, qualifications and experience and name two referees. Closing date 4th February, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ANDREWS LANE JUNIOR [illegible] SCHOOL
Andrews Lane, Cheshunt
(Group 4 plus London Fringe Allowance)

DEPUTY HEAD required from April [illegible], 1977, for this [illegible] school. An experienced teacher is sought, able to [illegible] an integrated day, who will contribute with energy and enthusiasm in a team teaching situation.

Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ (Tel.: Hertford 54242, Extension 5638).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
[illegible] PRIMARY SCHOOL
(Group 4)
[illegible], Cheshunt, Waltham Cross, EN8 [illegible]

DEPUTY HEAD required for September, 1977. Applicants must have a varied experience and be willing and able to take a full range of responsibilities. The school is traditionally organized and has a subject based approach.

Application forms and further details are available from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford (Tel.: Hertford 54242, Extension 5638).

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
FIFTH AVENUE PRIMARY SCHOOL
5th Avenue, Kingston upon Hull
Head: H. [illegible]

Required from Easter, a DEPUTY HEAD TEACHER for this group 7 social priority areas school for 550 pupils aged 5-9 years.

Application forms are available from the Head, to whom completed forms should be returned by 3rd February.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

SWALE DIVISION

ST. EDWARD'S R.C. PRIMARY SCHOOL
New Road, Sheerness, Kent
DEPUTY HEAD TEACHER required for this Group 3 school. Practising Catholic, to take responsibility for the Infants.
Application forms from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to whom they should be returned.

DOVER DIVISION

SOUTH DEAL C. PRIMARY SCHOOL
Mill Road, Deal
(Group 6)
DEPUTY HEAD TEACHER required for this Group 6 school. Applications are invited from suitably qualified teachers. An interest in organization of projects is desirable and candidates should also state other interests.
Application forms obtainable from the Headmaster at the School. Closing date: 11th February, 1977.

MAIDSTONE DIVISION

THE HOLY FAMILY R.C. PRIMARY SCHOOL
Bicknor Road, Park Wood, Maidstone
Required April, 1977: DEPUTY HEAD for this Group 5 school. Applications are invited from experienced Teachers able to make a positive contribution in one or more of the following areas—Music/Curriculum Development/Drama/Art and Craft/Infants. The successful candidate will be expected to be in possession of the Religious Teachers Certificate.
Application form (and further particulars), stamped addressed envelope, from and to the Chairman of the Managers, care of the Headmaster.

LEICESTERSHIRE
DEPUTY HEADSHIP
BROCKSHILL JUNIOR SCHOOL
Henden Road, Oadby
Leicester

DEPUTY HEAD required April. Approximately 280 on roll. Group 5. Vacancy due to promotion of present Deputy to a Headship.

Details from the Head, Mr. J. W. Jameson.

Apply (no forms) with full particulars and names and addresses of two referees to the Head by 1st February. (Stamped addressed envelope.)

LIVERPOOL
ST. AMBROSE R.C. INFANTS' SP. SCHOOL
Alderfield Road, Liverpool, L24 7SF
required for Summer, 1977
DEPUTY HEADTEACHER
Group 3

Form obtainable from (stamped addressed envelope) the Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ and returnable by 31st January, to Rev. Fr. Flynn, St. Ambrose Presbytery, Heathgate Avenue, Liverpool, 24.

OXFORDSHIRE
COUNTY COUNCIL
ST. THOMAS MORE R.C. PRIMARY SCHOOL
Oxford Road, Kidlington, Oxford
Roll 175

Applications are required from practising Catholics for the post of DEPUTY HEAD (Group 4) from the Summer Term, 1977.

This modern school is in a village five miles north of Oxford.

Application forms, from the Head Teacher, to be returned as soon as possible.

RICHMOND UPON THAMES
(London Borough of)
MORTLAKE GREEN JM/I SCHOOL
Lower Richmond Road
SW14 7HJ

Applications are invited for the post of DEPUTY HEADTEACHER required from the Summer Term 1977. Salary Group 4 plus Outer London Allowance of £297.

Forms and further details (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable by 4th February.

PRIMARY SCHOOL

DEPUTY HEADSHIPS

(Required for April, 1977)

CHERRY LANE INFANT SCHOOL
(Group 4)
Sipson Road, West Drayton, Middlesex
Head Teacher, Mrs J. Williams

LONGMEAD JUNIOR SCHOOL
(Group 5)
Laurel Lane, West Drayton, Middlesex
Head Teacher, Mr W. Hodgson

Applications are invited from suitably qualified and experienced teachers who have a thorough knowledge of and commitment to modern educational theory and practice.

The Longmead post is a readvertisement, previous candidates need not reapply, but will automatically be reconsidered.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex, to whom they should be returned as soon as possible and not later than February 1, 1977.
London Allowance Payable.

75 per cent removal expenses and some assistance with accommodation in appropriate cases.

LONDON BOROUGH OF
HILLINGDON

HAREFIELD INFANT SCHOOL
High Street, Harefield, Middlesex UB9 6BT

Required for September, 1977

HEAD TEACHER

(Group 5)

Applications are invited for the Headship of this School from suitably qualified and experienced teachers who possess a thorough knowledge of and commitment to modern educational theory and practice.

Application forms and further particulars from the Director of Education, Civic Centre, Uxbridge, Middlesex, to whom the completed forms should be returned by February 1, 1977.

London Allowance payable.

Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

LONDON BOROUGH OF
HILLINGDON

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Applications are invited from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

Deputy Headship

Cleveland Junior School, Cleveland Road, Ilford
No. on Roll 530 Group 5

Application forms from and returnable to Chief Education Officer, Education Office, 255/259 High Road, Ilford, Essex IG1 1NN, by 8th February, 1977.

Redbridge
London Borough

BOROUGH OF
HARINGEY

EDUCATION SERVICE

ST. MARTIN OF PORRES
R.C. J.M.I. SCHOOL
Blake Road, London, N11

Deputy Head Teacher

(GROUP 5) required for Easter 1977.

The school was built in 1972 and has excellent facilities including its own playing field and school coach. The school enjoys good parental co-operation and has an active P.T.A. The Managers are seeking to appoint a Committed Catholic experienced teacher whose experience is particularly related to the Infant department of the school. Please enquire of the Headteacher, Mr. H. le Comte, (361-1445).

London Allowance payable. £402.

Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 4th February 1977.

Educational Appointments

Male or female required for the following posts:—

Head Teacher—Group 5

Required for Easter at the following schools:

KENDRAY JUNIOR SCHOOL
(Ref. BE 38)
Thornton Road, Kendray, Barnsley

ST. EDWINS JUNIOR SCHOOL
(Ref. BE 39)
Laithes Lane, Barnsley

Application forms and further details obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by the 28th January, 1977 (s.a.e. please). Please quote reference number.

SILKSTONE JUNIOR AND INFANTS' SCHOOL
High Street, Silkstone, Barnsley
Head Teacher: D. Dyson
Required for Easter:—

Deputy Head Teacher—Group 2

Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 4th February 1977 (s.a.e. please).

KENDRAY INFANTS' SCHOOL
Cypress Road, Kendray, Barnsley
Head Teacher: Mrs. H. Warren
Applications are invited from qualified teachers for the post of:—

Educational Visitor (Scale 2)

at the above-named school.

The person appointed will be required to visit children in their homes and to undertake various forms of pre-school work to help particular children in their start to education.

Application forms obtainable from and returnable to the Head Teacher (s.a.e. please).

BARNSLEY
Metropolitan Borough

PRIMARY
Deputy Headships
continued

RICHMOND UPON THAMES
(London Borough of)

ST. LUKE'S C.E. JM I SCHOOL
Burstcombe Road, Richmond, TW9 4NP

Applications are invited for the post of DEPUTY HEAD-TEACHER (Group 3) required from Easter 1977. Outer London Allowance of £297 and Supplement of £312 payable.

Forms and further details (foolscap stamped addressed envelope) from the Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Rev. D. Swan, St. Luke's Vicarage, The Avenue, Kew, Richmond, Surrey TW9 2AJ, by February 4, 1977.

SANDWELL
(Metropolitan Borough of)
PRINCES END INFANT SCHOOL
Tibbington Terrace, Tipton, West Midlands

Required for Summer Term, 1977, or earlier if possible:

Applications are invited from suitably qualified and experienced TEACHERS for the following post: DEPUTY HEAD TEACHER (Group 5)

This is a recently modernised, well-equipped school, and excellent relationships exist with parents in the area.

Application forms and further details available from and returnable to, Director of Education, Education Department, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, B70 8RL. Closing date 28th January, 1977.

SHROPSHIRE
EDUCATION COMMITTEE
Primary teaching vacancy for April, 1977:—
BURFORD C.E. (CONTROLLED) PRIMARY SCHOOL
Burford, Tenbury Wells, Worcs.
DEPUTY HEAD required. Infants experienced.

Send stamped addressed envelope for application forms and details from the Headmaster, Mr. G. Hughes.

WALTHAM FOREST
(London Borough of)
DOWNSELL JUNIOR SCHOOL
Downsell Road, E.15
DEPUTY HEAD TEACHER required April 1977
Vacancy due to promotion
Burnham Group 6 plus Social Priority Allowance. Current roll 460. London Allowance £297 payable.

Application forms (enclose stamped addressed envelope) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, London, E10 5QJ.

Closing date: 4th February 1977.

WEST SUSSEX
SOUTHERN AREA
WEST CHILTINGTON COUNTY PRIMARY SCHOOL
West Chiltington, Pulborough
102 on roll group 3; aged 5-10 plus
Required April, DEPUTY HEAD TEACHER with interest in basic subjects and ability to develop extra curricular activities in expanding, open-plan school. Own playing field and swimming pool.

Form and particulars from Area Education Officer, 7 Chapel Road, Worthing, on receipt of stamped addressed foolscap envelope, returnable to Headmistress at school.

WILTSHIRE
REDLANDS JUNIOR AND INFANTS' SCHOOL
Brook Street, Chippenham SN14 0JD
(Group 5; 252 on roll)
DEPUTY HEAD required from Easter 1977.

Application forms and further details (stamped addressed envelope) from Headmaster (returnable by 28th January 1977).

LACOCK C.E. SCHOOL
Chippenham, Wilts SN15 2LG
(Group 2; 86 on roll)
DEPUTY HEAD required from Easter 1977.

Application forms and further details (stamped addressed envelope) from Headmaster (returnable by 28th January 1977).

Heads of Department

BARKING
(London Borough of)
HUNTERS HALL JUNIOR SCHOOL
(Roll 408)
Required for April, 1977:—
An experienced class TEACHER with ability and enthusiasm to supervise and foster the development of either the MATHEMATICS or ENGLISH curriculum in the school or with a special interest and expertise in any major aspect of general curriculum development. Scale 3.

London addition £402 per annum. Reimbursement of removal expenses in approved cases.

Application form (stamped addressed envelope) available from the Chief Education Officer, Town Hall, Barking, returnable by 3rd February, 1977.

Other Posts on Scale 2 and above

AVON COUNTY
WANSDYKE I.M. AND I. SCHOOL
School Close, Whitchurch, Bristol BS14 0DU
Required as soon as possible, TEACHER for top junior class. Able to take BOYS' GAMES. Scale 2 post for suitable applicant.

Application by letter, to the Head immediately with full details of qualifications, experience and names of two referees.

BRENT
(London Borough of)
HONDESBURY C.E. JUNIOR MIXED AND INFANTS' SCHOOL
138/142 Willesden Lane
NW6 7TE
(Roll 207; Social Priority School)
Required from Summer Term:— Experienced TEACHER to take overall charge of the INFANT DEPARTMENT. Scale 2. C. of E. preferred. Opportunity for some Junior work available. Vacancy due to promotion. Application forms obtainable from and returnable to the Head of the school within 14 days.

CHALKHILL INFANTS' SCHOOL
Barnhill Road, Wembley HA9 9YP
(Roll 245; Social Priority School)
Required as soon as possible:— Experienced INFANT TEACHER (Scale 2 for suitable applicant). Must have a good knowledge of practical methods, apparatus and programmes for the teaching of reading and number.

PARK LANE JUNIOR MIXED AND INFANTS' SCHOOL
Park Lane, Wembley HA9 7RY
(Roll 351)
Required from Summer Term:— Fourth year JUNIOR TEACHER for this class of mixed ability children. Scale 2 available for teacher with good knowledge of Mathematics to co-ordinate this subject in the Junior School.

SALUSBURY INFANTS' SCHOOL
Salusbury Road NW6 6RG
(Roll 165; Social Priority School)
Required from Summer Term:— INFANTS' TEACHER, able to take children in all age groups. An enthusiasm for the basic subjects, together with an interest in Music, Drama and Creative Work would be an advantage. Scale 2 post may be available for suitable applicant.

STONEBRIDGE INFANTS' SCHOOL
Shakespeare Avenue, NW10 8NG
(Roll 214; Social Priority School)
Required from Summer Term:— TEACHER to be responsible for MUSIC and DRAMA work throughout the school. Also some group teaching in a Team Teaching situation in this newly remodelled school. Scale 2 post available for suitable applicant.

For the above four posts, candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and references.

ST. JOSEPH'S R.C. JUNIOR MIXED AND INFANTS' SCHOOL
Park Parade, NW10 4JA
(Roll 787; Social Priority School)
Required from Summer Term:— Experienced INFANT TEACHER (R.C.) Scale 4 to be in charge of the Infant Department of a split site school. The successful candidate will have full responsibility in the absence of the Head Teacher.

Application forms obtainable from the Head Teacher, should be returned to: Reverend Canon Murphy, The Presbytery, Nicoll Road, NW10, by 4 February.

For all of the above posts, London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

BRENT
(London Borough of)
OUR LADY OF LOURDES R.C. J. M. and I. SCHOOL
Wesley Road NW10 8PP
(Roll 300)
Required from Summer Term Good experienced and well qualified INFANT TEACHER to take preferably the Reception Group/Transitional Nursery children (4-year-olds) (Scale 2). The person appointed will have the opportunity to liaise closely with the nursery unit and the upper infant group in the reorganisation of the school to 1½ form entry next September.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London area.

MOTTINGHAM JUNIOR SCHOOL
Ravensworth Road, Mottingham
London SE9 4LW
Required for the commencement of the Summer Term, 1977, a person to teach GENERAL SUBJECTS, and to be responsible for MUSIC with Third and Fourth-Year Junior. Scale 2 post available.

Application forms obtainable from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent BR7 6LH, Telephone 01-467 5561, to whom they should be returned.

CAMBRIDGESHIRE
HUNTINGDON AREA
BUSHMEAD C.P. SCHOOL
Eaton Socon, Huntingdon
An experienced TEACHER of Upper Juniors is required for Easter, 1977.

Candidates should have the ability to develop interesting work of good standards generally at this level and should have a special contribution to make to the school. A Scale 3 post is available for a suitable applicant.

Application forms and further information available from the Head Teacher at the school on receipt of a stamped addressed envelope.

CROYDON
(London Borough of)
BEULAH JUNIOR SCHOOL
Beulah Road, Thornton Heath, Surrey, CR4 8JF
Tel: 01-653 4921
Tenable: Easter 1977
Experienced TEACHER required to take responsibility for the special teaching of immigrant children throughout the school, their pastoral care, and the co-ordination of their work in the classroom. This teacher will be required to act as liaison with the Immigrant Centre at St. James' House. He or she will not have responsibility for a class but will work with groups and in close association with the remedial teachers in the school.

Salary—Burnham Scale 2, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
COUNTY COUNCIL
BELPER LONG ROW FIRST SCHOOL
Long Row, Belper, Derby DE5 1DR
Applications are invited from experienced Infant TEACHERS for the following Scale 2 posts for Easter, 1977:—
(1) MUSIC and DRAMA.
(2) PHYSICAL EDUCATION.

Application forms and further details may be obtained from the Headmistress.

DEVON
BARNSTAPLE PILTON BLUECOAT C. OF E. (AIDED) SCHOOL
(Roll 370)
ASSISTANT TEACHER (Scale 2) required April, 1977, interest in co-operative teaching, [illegible] games and physical education [illegible].

Application forms (stamped addressed envelope foolscap) obtainable from and returnable to the Headmaster by 4th February, 1977.

DEVON
BIDEFORD EAST THE WATER C.P. SCHOOL
(Roll: 420)
ASSISTANT TEACHER (Scale 2) required April for Upper Juniors with responsibility for GIRLS' WELFARE and NEEDLEWORK throughout school.

Application forms (stamped addressed envelope foolscap required) from Headmaster, returnable by February 4.

DEVON
EXETER ST. SIDWELLS C. of E. (Aided) COMBINED SCHOOL
(Roll 377)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for MATHEMATICS and SCIENCE in the First School Department. Music desirable. C. of E. member preferred.

Scale 2 post.

The successful applicant will be expected to take up the appointment in April, 1977.

Application forms (stamped addressed envelope please) from Headmaster, St. Sidwells C. of E. School, York Road, Exeter, EX4 6PG, returnable by 4th February, 1977.

DURHAM
COUNTY COUNCIL
POSTS OF SPECIAL RESPONSIBILITY
Applications are invited from suitably qualified and experienced TEACHERS for the following posts of Special Responsibility:

DEPUTY HEAD TEACHER
NEWTON AYCLIFFE ELMFIELD COUNTY JUNIOR
Mixed Group 4
Area Education Office, Green Lane, Spennymoor

ASSISTANT TEACHER
Salary Scale 3
DARLINGTON MOUNT PLEASANT COUNTY JUNIOR
Mixed and Infant (Responsibility for organization in Junior Department, Interest in Maths and Science an advantage)
Craig Lea, Uplands Road, Darlington.

ASSISTANT TEACHER
Salary Scale 2
DARLINGTON RED HALL COUNTY JUNIOR
Mixed and Infant (Responsibility for Number/Environmental Studies)
Craig Lea, Uplands Road, Darlington.

HURWORTH COUNTY JUNIOR MIXED
(Responsibility for Music, pianist essential)
Craig Lea, Uplands Road, Darlington.

Application forms, obtainable from the Area Administrative Officer at the address shown, on receipt of a foolscap stamped addressed envelope, to be returned by 4th February, 1977.

ESSEX
FELSTED COUNTY PRIMARY SCHOOL
Felsted, Great Dunmow
Tel.: Great Dunmow 820315

INFANTS

Scale 2 post for experienced TEACHER with responsibility for Infants.

Application forms and further details from Area Education Officer, Crossman House, Station Approach, Braintree, which should be returned by 4th February, 1977.

TEMPLARS COUNTY INFANT SCHOOL
(Roll 400)
Cressing Road, Witham
Tel.: Witham 513877

Experienced Infants' TEACHER, male or female, required April, 1977. Scale 2 post available for suitable applicant.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
MERTON JUNIOR SCHOOL
Romsey Close, Basingstoke
Required for 25th April, 1977. Scale 2 MUSIC.

Stamped addressed envelope to Head for details.

HAMPSHIRE
PARK COUNTY JUNIOR SCHOOL
Pool Road, Aldershot
(Number on roll 400)
Required April, 1977. Scale 2 MUSIC and GIRLS' GAMES.

Details obtainable from Head. (Stamped addressed envelope, please.)

HARINGEY
(Borough of)
ST. MARTIN OF PORRES (R.C.) J. & I. SCHOOL
Blake Road, N.11
Required for April 1977: TEACHER for Middle Juniors to organise BOYS' GAMES. Interest in Environmental Studies, French, "Fletcher" Mathematics would be an advantage. Vacancy due to promotion. Scale 2 post available for suitable applicant.

London Allowance (£402) payable. Removal expenses (100 per cent allowed).

Application forms (stamped addressed envelope) obtainable from undersigned to be returned to the Head Teacher at the school by 4th February 1977.

Chief Education Officer, Education Offices, Somerset Road, N.17.

HARROW
EDUCATION COMMITTEE
AYLWOOD FIRST SCHOOL
Pangbourne Drive, Stanmore, HA7 4RE
Tel. No. 01-958 9202
Required for Summer Term, experienced TEACHERS. Scale 2 available for suitable candidate able to organize and take MUSIC throughout school (5-8 years). Some class/group teaching in basic skills. Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £300 towards Legal and Estate Agent fees may be payable.

Application forms from and to be returned to the Head of the School by 31st January, 1977. Please enclose stamped addressed envelope.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road
Hounslow TW3 4DN
ALEXANDRA JUNIOR SCHOOL
Alexandra Road, Hounslow, Middx.
Headmaster: Mr. L. E. Roberts
Required for Summer term 1977: TEACHER to work in groups with language difficulties. Previous experience in teaching English as a second language would be an advantage. The post will include some class teaching.

Scale 2 post available for a suitably qualified and experienced candidate.

Applicants are welcome to visit the school before applying (please telephone the Headmaster for an appointment, 01-570 [illegible]).

London allowance (£297) payable.

Closing date: 4th February 1977.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Application forms (stamped addressed foolscap envelope) from the undersigned, which should be returned as soon as possible.

P. J. Lee, Director of Education.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department
The Civic Centre, Lampton Road, Hounslow, TW3 4DN
ST. MARY'S R.C. JUNIOR INFANT SCHOOL
South Street, Isleworth, Middlesex TW7 6DL
Headmaster, Mr. W. J. Ashley
Required for Summer Term, 1977 TEACHER for JUNIORS. Interest in Boys' Games, Physical Education and School Journeys an advantage. Scale 2 post available for suitably qualified applicant.

Applicants should be practising Roman Catholics.

Applicants are welcome to visit the school prior to applying, by appointment with the Headmaster. Telephone number 01-560 [illegible].

Application forms (stamped addressed foolscap envelope) from P. J. Lee, Esq., Director of Education, to be returned to the Headmaster.

THE ANDREW EWING JUNIOR SCHOOL
Westbrook Road, Heston, Hounslow, TW5 0NB
Headmistress, Mrs. I. Beach
Required as soon as possible— Scale 2 post—JUNIOR TEACHER experienced in teaching basic subjects but keen to join in Team Teaching in an Open Plan School.

A talented enthusiast for Art/Craft and an interest in Boys' Games would be appreciated.

Applicants are welcome to visit the school before applying (please telephone 01-570 6451) for an appointment.

Application forms (stamped addressed envelope) from the undersigned, which should be returned as soon as possible.

London allowance £297 payable.

Closing date 4th February, 1977, for above vacancies.

The Education Committee has power to consider applications from experienced teachers for assistance towards Removal, Disturbance or Separation expenses.

P. J. Lee, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.

Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

MEDWAY DIVISION

ROCHESTER HILLTOP C.P. SCHOOL
Hilltop Road, Frindsbury
TEMPORARY TEACHER required for LOWER JUNIORS from February 23 if possible, or from Easter. Scale 2 post available for suitably experienced teacher. Please state special interests. Applications to the Headmaster.

SWALE DIVISION

SITTINGBOURNE SOUTH AVENUE C.P. JUNIOR SCHOOL
South Avenue, Sittingbourne
ASSISTANT TEACHER required with an interest in BOYS' GAMES, for September. State other interests. Scale 2 post for suitable applicant.

ASSISTANT TEACHER required with an interest in ART and DISPLAY, for September. State other interests. Scale 2 post for suitable applicant.

Application forms from the Head Master, to whom they should be returned by February 7.

SITTINGBOURNE [illegible] C.P. SCHOOL
Sunny Bank, Murston, Sittingbourne
TEACHER required to have responsibility for [illegible] and BOYS' GAMES. Scale 2 post.

Application forms from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to be returned to the Head Teacher at the school.

ASHFORD DIVISION

HAM STREET COUNTY PRIMARY SCHOOL
Ham Street, Ashford
Required April, 1977, ASSISTANT TEACHER, Scale 2. Emphasis on class-teaching lower juniors with some Drama.

Application forms from the Headmaster at the school (please enclose stamped addressed envelope), returnable by February 4.

LINCOLNSHIRE
GRANTHAM NATIONAL C.E. (AIDED) JUNIOR SCHOOL
ASSISTANT
Burnham Scale 2—Roll 507
Required from Summer Term, 1977, experienced TEACHER for Second or Fourth Year Junior class and to be responsible for BOYS' PHYSICAL EDUCATION and GAMES throughout the school and the coordination of MATHEMATICAL teaching. Practising member of the Church of England preferred.

This is a reissue of a previous advertisement and applicants who have already applied need not submit fresh applications.

Further particulars and application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincolnshire (stamped addressed foolscap envelope). Closing date 11 February.

NEWHAM
(London Borough of)
CREDON JUNIOR MIXED AND INFANT SCHOOL
Credon Road, London E13 [illegible]
Roll 580 plus 20 part time Nursery Places.
Required Easter 1977.
1. TEACHER responsible for beginnings of LITERACY in the INFANT DEPARTMENT.
2. JUNIOR TEACHER with responsibility for MATHEMATICS teaching and ENVIRONMENTAL RESOURCES.
Burnham Scales.
Plus London Allowance £[illegible]
Plus Annual Supplement £[illegible]
Plus Social Priority Allowance £201 or £276.

Application forms may be obtained from the undersigned and should be returned by [illegible] 1977. Please enclose stamped addressed envelope for acknowledgement.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E.15 [illegible]

NEWHAM
(London Borough of)
MARYLAND JUNIOR SCHOOL
Gurney Road, London E15 [illegible]
(Roll 327)
Required Easter 1977:
TEACHER to be responsible for MATHEMATICS, Scale 2.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.

Application forms may be obtained from the undersigned and should be returned by 4th February 1977. Please enclose stamped addressed envelope for acknowledgement.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 [illegible]

NEWHAM
(London Borough of)
SHAFTESBURY COUNTY PRIMARY SCHOOL
Shaftesbury Road, London E7 [illegible]
(Roll [illegible])
Required Easter, 1977:
Experienced TEACHER of [illegible] Scale 2.
Burnham Scales plus London Allowance £402 plus Social Priority Allowance £201 or £276 plus Annual Supplement £312.

Application forms may be obtained from the undersigned and should be returned by 28th January 1977. Please enclose stamped addressed envelope for acknowledgement.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 [illegible]

NEWHAM
(London Borough of)
"UNATTACHED" JUNIOR, INFANT AND NURSERY STAFF
Required Easter, 1977, or as soon as possible.
Qualified TEACHERS are invited to apply for a number of posts on the "Unattached" Staff for work in Nursery, Infant and Junior Classes.
Special Responsibility Allowance Scale 2.
London Allowance £402 plus Annual Supplement £312, travel expenses.

Application forms may be obtained from the undersigned and should be returned by 28th January. Please enclose stamped addressed envelope for acknowledgement.

J. S. Wilkie, M.A., Director of Education, Education Offices, Broadway, Stratford E15 [illegible]

NORTH YORKSHIRE
(County of)
[illegible]
THE PRIMARY SCHOOL
New Earswick, York
A Joseph Rowntree Voluntary Aided School
(Roll 524) Headmaster: Mr. [illegible]
Required for commencement of Summer Term 1977, an experienced and well qualified TEACHER for Scale 2, to take responsibility for GIRLS' PHYSICAL EDUCATION and GAMES throughout Junior Department and [illegible] Infant classes and the REMEDIAL MATHEMATICS withdrawal groups from [illegible] classes.

Application forms and further details obtainable from the Headmaster (stamped addressed envelope) and returnable to him within ten days of the appearance of this advertisement.

REDBRIDGE
(London Borough of)
CHADWELL PRIMARY SCHOOL
Chadwell Heath, Romford
Required for April, 1977, a well qualified TEACHER to take charge of the infants' department. A Scale [illegible] post is available.

Application form from and returnable to J. T. Fordham, B.A., Chief Education Officer, [illegible] High Road, Ilford, Essex [illegible] by February 4, 1977.

CITY OF SALFORD
EDUCATION DEPARTMENT
ST MARY'S R.C. PRIMARY SCHOOL
Milner Street, Swinton, Manchester

Required from Easter 1977 TEACHER for Upper Juniors, Scale 2 with responsibility for Junior resource area.

Application forms obtainable from the Chief Education Officer, Education Offices, Chapel Street, Salford, [illegible] should be returned to Father J. Egan, St. Mary's Presbytery, Park Street, Swinton, M27 [illegible]. Closing date 4th February, 1977

East Sussex
Education Committee

will have a very limited number of vacancies in

primary schools

from September for students who complete their courses this year and who will be seeking posts in September.

Application forms and full details obtainable from the **Chief Education Officer, P.O. Box 4, County Hall, Lewes.**

In view of the limited number of vacancies, applicants are advised to apply to other Authorities and those students seeking posts in secondary schools should apply for specific vacancies, all of which are advertised in the Times Educational Supplement.

BOROUGH OF HARINGEY

EDUCATION SERVICE

DEVONSHIRE HILL J. M. & I. SCHOOL

Weir Hall Road, London N17 8LB

Applications are invited for the post of

DEPUTY HEAD TEACHER

(Group 7) for April, 1977

- The school has been designated a "Social Priority" school and an additional allowance of £201/£276 per annum is payable.

London Allowance £402 payable.

Removal expenses, 100 per cent allowed.

Application Forms (s.a.e.) and further details may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 4th February, 1977.

COUNTY OF SOUTH GLAMORGAN

PRIMARY AND NURSERY SCHOOL TEACHERS

The County embodies the City of Cardiff in the East [illegible] total coastal area including the towns of Penarth, [illegible] Cowbridge and Llantwit Major in the West.

Applications are invited for the following vacancies [illegible] September, 1977.

(i) Qualified TEACHERS for posts in primary schools to teach GENERAL SUBJECTS.
(ii) Qualified TEACHERS for posts in nursery schools preferably NURSERY TRAINED.
(iii) Qualified TEACHERS with appropriate qualifications in Welsh to serve as TEACHERS of WELSH [illegible] primary schools.

The opportunity to obtain a teaching post in this Authority is likely to be limited. Interviews will be held by 7th April 1977. Applicants who have not received a communication by that date should consider themselves unsuccessful.

Application forms may be obtained from the Director of Education, Education Offices, Kingsway, Cardiff, on receipt of a stamped addressed foolscap envelope. The last date for the receipt of applications is 7th February, 1977.

P. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

PRIMARY
Scale 2 Posts
continued

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. RAPHAEL'S R.C. PRIMARY SCHOOL
Bridgewater Street
Little Hulton, Worsley
Manchester
Telephone 061 790 2529

Required from Easter, 1977: TEACHER, Scale 2

To take responsibility for existing language and mathematical programmes in the Infant Department.

Application forms are obtainable from the Chief Education Officer, Education Offices, Chapel Street, Salford M3 5LT, and should be returned to Father J. Hoby, St. Edmund's Presbytery, Bridgewater Street, Little Hulton, Worsley, Manchester. Closing date 4th February, 1977.

SANDWELL
(Metropolitan Borough of)
HOLLY LODGE PRIMARY SCHOOL
Colonial Road, West Bromwich, West Midlands
Required for Summer Term, 1977: CO-ORDINATOR of Lower Infants.

Scale 2 post available for suitably qualified and experienced Infant Teacher.

Application forms and further details available from and returnable to the Head Teacher at the school. Closing date 28th January, 1977.

SHROPSHIRE
EDUCATION COMMITTEE
Secondary Teaching Vacancy for April, 1977
Scale 3
BROOKSIDE MIDDLE SCHOOL
Brookside, Telford
Group 7
Experienced TEACHER required. Team teaching situation. Enthusiasm, practical creative methods.

Apply by letter of application to the Headmaster, Mr. M. J. G. Lyons.

SHROPSHIRE
EDUCATION COMMITTEE
PRIMARY TEACHING VACANCIES FOR APRIL, 1977
Scale 2
ST. PETER'S C.E. PRIMARY SCHOOL
Wrockwardine, Telford
TEACHER required for curriculum development with infants. Piano player preferred.

Application forms (send stamped addressed envelope) available from: The County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
(1) VALLEY VIEW JUNIOR MIXED SCHOOL
DEPUTY HEAD (Group 5).
Applications are invited from suitably qualified and experienced TEACHERS for the above post. Successful candidate will be required to commence duty April, 1977.

Application forms may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, Jarrow NE32 3LE. Completed forms should be returned within 14 days of this advertisement.

(2) KING GEORGE COMPREHENSIVE SCHOOL

(a) Scale 3—HEAD of CLASSICS (1,040 Girls—200 Sixth Form)
Applications are invited for the above post to teach LATIN at Ordinary and Advanced level from Fourth to Sixth Year. The school has an excellent record in Latin and wishes to continue this. Another foreign language is required also. The successful candidate will commence duty April, 1977.

(b) Temporary. Scale 1—CLASSICS
Applications are also invited for a temporary appointment of a TEACHER of LATIN for Summer Term—full or part-time considered.

Application forms and further details for the above posts may be obtained by sending a stamped addressed envelope to the Head Teacher, King George Comprehensive School, Novinson Avenue, South Shields NE34 8BT. Completed forms should be returned within 14 days of the appearance of this advertisement.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ALL SAINTS' C.E. JUNIOR SCHOOL
Required for Easter 1977: CO-ORDINATOR, Scale 2, for Lower School. Experience in Remedial Work and in Reading/Language Development desirable.

Applications by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement, to the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DE.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ICKNIELD LOWER SCHOOL
Burr Street, Dunstable
Head Teacher: Miss S. W. Bate
Required as soon as possible, energetic MUSIC SPECIALIST. Interest in Art and Dance Drama an advantage. Team teaching situation in operation. Well equipped music room. Scale 1. Scale 2 available for suitably experienced candidate. First appointments considered.

The Authority has a scheme for teachers moving into the county to assist with removal expenses.

Application forms obtainable from the Head Teacher to be returned by 4th February, 1977.

BERKSHIRE
MONTEM COUNTY FIRST SCHOOL
Chalvey Grove, Slough SL1 2TE
Required immediately, Roll 200. Experienced TEACHER for RECEPTION class.

London Fringe Allowance £150 per annum.

For further particulars and an application form please write to the District Education Officer, Slough District Education Office, 48 High Street, Slough SL1 1EN. Closing date: 31st January.

DEVON
ILFRACOMBE COUNTY INFANTS SCHOOL
(Roll: 270)
ASSISTANT TEACHER (Scale 1) required April. Experienced in Reception Class work.

Application forms (stamped addressed envelope foolscap required) from Headmaster, returnable by February 4.

EALING
(London Borough)
EDUCATION SERVICE
ALLENBY FIRST SCHOOL
Allenby Road, Southall
Middlesex
Required for April, 1977, a qualified ASSISTANT TEACHER for three sessions per week.

Application forms obtainable from the Head Teacher to be returned as soon as possible. (Stamped addressed envelope.)

OAKLANDS FIRST SCHOOL
Oaklands Road, Hanwell W7
Required for April, 1977, TEACHER with NURSERY TRAINING for Scale 1 team-teaching post in an open-plan nursery unit attached to First School. The unit caters for 40 morning and afternoon places. Previous experience essential.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Application forms available from the Head, to be returned as soon as possible. (Stamped addressed envelope.)

EAST SUSSEX
COUNTY COUNCIL
BLACKLANDS COUNTY PRIMARY SCHOOL
Headmaster Mr. K. W. Fuller
[illegible] COUNTY PRIMARY SCHOOL
Headmaster, Mr. K. W. Austin
Required from Summer Term, 1977, ASSISTANT TEACHER for Upper Infants/First Year Juniors Scale 1.

School moving to new open-plan premises in late February, 1977.

Application forms (to be returned by 7th February, 1977) from the Area Education Officer, 20 Wellington Square, Hastings.

EAST SUSSEX
COUNTY COUNCIL
BLACKLANDS COUNTY PRIMARY SCHOOL
Headmaster Mr. K. W. Fuller
[illegible]
Experienced TEACHER for older infants required, September, 1977. Music an advantage. Responsibility for curriculum development, particularly language would qualify suitable candidate for a Scale 2 post.

Application forms (to be returned by 7th February, 1977) from the Area Education Officer, 20, Wellington Square, Hastings.

HARINGEY
(Borough of)
Required for January, 1977, or as soon as possible thereafter—
ST. FRANCIS DESALES (R.C.) J.M. SCHOOL
Brereton Road, N 17
TEACHER required for Upper Junior Class.
Practising R.C. preferred.

Application forms (stamped addressed envelope) from undersigned to be returned to the Head Teacher at the school by 4th February, 1977.

London Allowance payable, £402.
Removal expenses—100 per cent allowed.

Chief Education Officer, Education Offices, Somerset Road, N.17.

HILLINGDON
(London Borough of)
BOTWELL R.C. PRIMARY SCHOOL
Botwell Lane, Hayes UB3 2AB
Required as soon as possible, TEACHER for top infant/lower juniors. Scale 1.

Applicants must be practising Catholics.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (telephone: Uxbridge 50111, extn. 5193), to whom they should be returned as soon as possible.

London allowance payable.

Seventy-five per cent removal expenses and some assistance with accommodation in appropriate cases.

HILLINGDON
(London Borough of)
LADY BANKES JUNIOR SCHOOL
Dawlish Drive, Ruislip, Middlesex HA4 9SF
Required from February 28, 1977, or as soon as possible thereafter, a temporary TEACHER with special interest in the lower junior age groups. Music an advantage. Possibility of a permanent post arising for a suitable applicant.

Application forms from, and returnable to, the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW.

London allowance payable.

HILLINGDON
(London Borough of)
CHERRY LANE JUNIOR SCHOOL
Sipson Road, West Drayton
UB7 0DL
Required for period February 28 to August 31, 1977, temporary TEACHER for junior aged pupils.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex, to whom they should be returned as soon as possible.

London Allowance payable.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow, TW3 4DN
CRANE INFANT SCHOOL
Norman Avenue, Hanworth, TW13 5LN
Headmistress, Mrs. G. I. Ager
Required April 1977:
Qualified ASSISTANT TEACHER to work in the Number Area with vertically grouped middle and top infants.

The school is organized on a Team Teaching basis and candidates must be adaptable and have a desire to work within this form of organization.

London Allowance £297 payable.

Applicants are welcome to visit the school, prior to applying, by appointment with the Headmistress, telephone no.: 01-894 9047.

If you are seeking your first appointment, please state, so that the appropriate form may be sent.

Closing date 4 February, 1977.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Application forms (stamped addressed foolscap envelope) from the undersigned, which should be returned as soon as possible.

P. J. Lee, Director of Education.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.

Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

MEDWAY DIVISION

OAKLANDS C.P. INFANTS SCHOOL
Weedswood Road, Chatham
INFANT TEACHER required on a temporary basis for the Summer Term 1977. Please state special interests.

Applications to the Headmistress.

SWALE DIVISION

HERNHILL C.E. PRIMARY SCHOOL
Hernhill, near Faversham, Kent
Experienced TEACHER required for five to seven year olds. Ability to play the piano an advantage.

Application forms from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to whom they should be returned.

QUEENBOROUGH [illegible] COUNTY PRIMARY SCHOOL
Edward Road, Queenborough, Sheppey, Kent
Experienced TEACHER required for the NURSERY CLASSES at the school. Must have worked with children three to five years of age and have experience of working with a team, and in close contact with parents.

Application forms from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne. Closing date 7th February.

ASHFORD DIVISION

NEWTOWN COUNTY PRIMARY SCHOOL
Newtown Road, Ashford
Required April 1977, TEACHER for Infants including reception children.

Application forms from the Headmaster [illegible]

KINGSTON UPON THAMES
(Royal Borough of)

COOMBE HILL JUNIOR SCHOOL
Coombe Lane West
Kingston upon Thames
KT2 7DD
(710 boys and girls)

Required in April, qualified TEACHER for YOUNGER JUNIORS. Music an advantage.

ST. ANDREW'S & ST. MARK'S C. of E. JUNIOR SCHOOL
Maple Road, Surbiton, Surrey
KT6 4AL
(252 boys and girls)

Required for April 1977, qualified TEACHER for second year Juniors (eight to nine years). Ability to offer Girls' Games, French and Drama desirable. Committed Christian preferred. Graded Post available for suitable applicant.

London allowance £297. Assistance may be provided with removal expenses.

Application forms obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey, KT6 7DL, to be returned to the Headmistress at the school as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
SOUTH CROSLAND C. E. (A) JUNIOR SCHOOL
Moor Lane, Netherton, Huddersfield HD4 7HP
Required for Easter, 1977, TEACHER Scale 1, to have responsibility for a class of LOWER JUNIORS and MUSIC throughout the school. Candidates must be prepared to devote time to choirs and recorder groups out of school hours. A practising member of the Church of England would be preferred.

Application forms (stamped addressed envelope, please) from the Chairman of the Managers, Rev. W. N. Elliott, at the school, to whom completed forms must be returned by February 4, 1977.

LINCOLNSHIRE
ASSISTANT TEACHER
LING MOOR COUNTY PRIMARY SCHOOL
North Hykeham
(Burnham Scale, £2,568 to £4,056 plus Special Schools' Allowance)
(Number on roll: 380)
ASSISTANT TEACHER required for the E.S.N. Unit at this school.
Applicants should preferably have previous teaching experience and be prepared to work closely with the other Unit staff.

Ability to offer Boys' Games/Physical Education, Music or Craft would be an advantage.

Application form on receipt of stamped addressed envelope from the Headmaster at the school, Richmond Drive, North Hykeham, Lincoln. Closing date 4th February, 1977.

LINCOLNSHIRE
SUTTON BRIDGE INFANT SCHOOL
(130 on Roll)
ASSISTANT TEACHER
Burnham Scale 1 £2,568 to £4,056
For April, TEACHER for LOWER INFANTS. Some Music an advantage.

Forms from the Divisional Education Officer, County Hall, Boston, on receipt of stamped addressed envelope. Closing date 31 January 1977.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably qualified TEACHERS for the following posts:
AMOTHERBY COUNTY SCHOOL
ASSISTANT INFANT TEACHER
Scale 1
(near Malton)
(an interest in music would be an advantage)
New Entrants are welcome to apply.
GILLING WEST C. E. SCHOOL
ASSISTANT LOWER JUNIOR TEACHER Scale 1
(near Richmond)
Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

POWYS
COUNTY COUNCIL
EDUCATION COMMITTEE

GUNGROG V.P. (C) SCHOOL

Required for 1st May, 1977, a Qualified Infant TEACHER. Ability to offer music desirable. Scale 1. (Reference 161/N/6.)

Application forms obtainable from the undersigned (stamped addressed envelope please) to whom completed forms should be returned by 1st February, 1977.

Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

REDBRIDGE
(London Borough of)
The London borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London allowance payable.

Applications are invited from suitably qualified and experienced TEACHERS for the following post which will be vacant in April 1977 (or earlier if possible).
RODING JUNIOR SCHOOL
Roding Lane, Woodford Bridge
MUSIC, with special interest in LOWER JUNIORS. A Scale 2 is available for a suitable candidate.

Application forms available from and returnable to Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex IG1 1NN, by 4th February, 1977.

SOMERSET
[illegible] V.C. PRIMARY
near [illegible]
(171)
For April, 1977, TEACHER, Scale 1, for Juniors. GENERAL SUBJECTS.

Application forms and details (stamped addressed envelope) from the Head at the school.

SUFFOLK
COUNTY COUNCIL
[illegible] COUNTY PRIMARY SCHOOL
(167 on roll)
Nursery Class TEACHER required as soon as possible.

Applications are invited from qualified teachers with Infant and/or Nursery training.

Application forms may be obtained from the Headmaster, Mr. G. A. Wright, [illegible]

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest.
Required Easter, 1977 or earlier if possible
DOWNSELL INFANTS SCHOOL
Downsell Road, London, E.15
Scale 1 TEACHER initially to take established reception group in new open plan building. London Allowance £297 and Social Priority allowance payable.

Application forms (enclose stamped addressed envelope and state whether newly qualified or experienced teacher), obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, London E10 5QJ.

Closing date February 4, 1977

WILTSHIRE

SAMBOURNE C.E. PRIMARY SCHOOL
Warminster, Wilts
(Group 3. 280 on roll)

ASSISTANT TEACHER required for Junior Class from beginning of Summer Term. Competent pianist and interest in Religious Education and Assembly presentation would be valuable.

Further details and application forms available from the correspondent Mrs. K. M. Ruff, 37 Sambourne Road, Warminster (on receipt of stamped addressed envelope). Closing date 8th February 1977.

Appointments in Scotland

BORDERS
REGIONAL COUNCIL

PRIMARY SCHOOLS
PROMOTED POST

ASSISTANT HEAD TEACHER
(Early Education)

EARLSTON HIGH SCHOOL
(Primary Department)
(Responsibility Payment £630 per annum)
Mr. W. B. Reid, Head Teacher
(Earlston 282)

Applications are invited from suitably qualified and registered TEACHERS for the above post.

Sympathetic consideration will be given to the housing requirements of applicants.

Application forms may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 0SA.

Completed forms should be returned to the Director of Education not later than Monday, 31 January, 1977.

Middle School Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
GOLDINGTON MIDDLE SCHOOL
Haylands Way, Bedford MK41 9DX
(Group 7)
From September, 1977
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of Goldington School, which ultimately will cater for pupils aged 9-13. The School has already begun its transition to a Middle School and will attain full status as such, in September, 1978.

In September, 1977, the roll will be approximately 676 and the School will cater for children aged 9-13, and a single year group of children aged 13 plus. The successful candidate will be required to act for a period ending August, 1978, as Head (Group 9) in recognition of the presence of the older pupils.

Application form and further particulars obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.

Closing date: 12th February, 1977.

HAMPSHIRE
SUTHERLAND MIDDLE SCHOOL
Required for September 1977
HEAD TEACHER Group 6
Stamped addressed envelope for details and application form to: The Area Education Officer (SW1), Southampton Area Education Office, Arundel Towers North, Portland Terrace, Southampton, SO9 4XE.

Closing date for applications: 9th February 1977.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HEMSWORTH WEST END MIDDLE SCHOOL
(Group 6)
HEAD required as soon as possible

Application form and further details available from the Education Office (8502/8B), 8 Bond Street, Wakefield. Telephone 70211, Ext. 8119.

Closing date 18th February, 1977.

Deputy Headships Senior Masters/ Mistresses

DORSET
MERLEY COMBINED SCHOOL
Poole
Required September, 1977:—
DEPUTY HEAD TEACHER (Salary Group 6) required for this new school, designed as an eight to 12 Middle School, due to open in September, 1977. Initially the school will cater for the five to 12 age range.

Assistance with removal and legal expenses.

Application forms and further details from the Staffing Officer (on receipt of stamped addressed envelope), Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth.

DORSET
SWANAGE MIDDLE SCHOOL
(Group 7)
[illegible] MISTRESS/MASTER [illegible] required September [illegible] responsible for the welfare and general care of pupils, to perform the traditional duties in keeping with the senior status of the post and to have a responsibility for some area of the school curriculum.

Application form (stamped addressed envelope) from Headmaster, Swanage Middle School, care of Grammar School Buildings, Northbrook Road, Swanage.

Remedial Posts

Heads of Department

MERTON
(London Borough of)
EDUCATION COMMITTEE
[illegible] MIDDLE SCHOOL
Western Road
Mitcham [illegible]
Headmaster Mr. A. [illegible]
HEAD of REMEDIAL DEPARTMENT required for Easter 1977 in this mixed Middle School. Scale [illegible] post available for suitable candidate.

London Allowance £297 plus Social Priority School Allowance. Legal expenses up to £200 and assistance towards removal expenses will all be considered where appropriate.

Application forms available from the Headmaster, on receipt of a stamped addressed envelope, to whom the forms should be returned by 7th February 1977.

By Subject Classification

Art and Design

Scale 3 Posts

DORSET
SWANAGE MIDDLE SCHOOL
(Group 7)
HEAD of DESIGN, Scale 3 in the first instance, required September to be responsible for integrating the work of the newly reconstructed Design Block which has three separate but closely associated areas—Heavy Craft, Light Craft and Home Economics. Some General Subjects teaching will be required.

Application form (stamped addressed envelope) from Headmaster, Swanage Middle School, care of Grammar School Buildings, Northbrook Road, Swanage.

Modern Languages

Heads of Department

DORSET
SWANAGE MIDDLE SCHOOL
(Group 7)
HEAD of LANGUAGE, Scale 2 in the first instance, required September to be responsible for integrating the school's language work on the lines of the Bullock report.

Application form (stamped addressed envelope) from Headmaster, Swanage Middle School, care of Grammar School Buildings, Northbrook Road, Swanage.

Pastoral

Heads of Department

SUFFOLK
COUNTY COUNCIL
STOWMARKET MIDDLE SCHOOL
(Mixed comprehensive nine to 13: 600 on roll)
Required from Summer Term, 1977, YEAR LEADER (Scale 3), preferably able to offer Mathematics and Science.

Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Stowmarket Middle School, Walnut Tree Walk, Stowmarket, Suffolk.

Physical Education

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
[illegible] SCHOOL
[illegible] Road, [illegible]
Required for April, 1977, TEACHER to be responsible for PHYSICAL EDUCATION and Games throughout the school. Scale 2 available for a suitable applicant. This is a comprehensive middle school for boys and girls from 9 to 13, with [illegible] forms of entry.

Previous applicants need not reapply.

Application forms available from and returnable to the Headmaster at the school.

Other than by Subject Classification

Other Posts on Scale 2 and above

NORTH YORKSHIRE
(County of)
SETTLE MIDDLE SCHOOL
Settle, North Yorkshire
Required for September, 1977
(1) TEACHER of MATHEMATICS, Scale 3 post
Applicants must be qualified in this subject and prepared to teach other aspects of the curriculum. The post requires a person with the ability to organise the subject throughout the school and to co-ordinate with and advise non-specialist teachers of mathematics.
(2) TEACHER of FRENCH, Scale 2 post.
A good qualification in French is necessary for this post. The person appointed will be familiar with audio-visual teaching methods. Applicants must be able to accept responsibility for the subject throughout the school and be able to contribute to other aspects of the curriculum.
(3) TEACHER of MUSIC, Scale 2 post.
The school has a specially equipped music room and music practice room. The person appointed will be responsible for teaching the subject throughout the school. It is hoped that music will become a vital part of school life and applicants will therefore be interested in the development of a choir, orchestra and other music-making groups. Applicants must also be prepared to teach some English, Humanities or Mathematics.
(4) TEACHER of GENERAL SUBJECTS, Scale 1 post.
It is hoped to appoint a good all-round teacher who is prepared to work closely with colleagues and who is able to teach French, English, Mathematics and Humanities.

Application forms and further particulars are available on receipt of a stamped addressed envelope from the Headmaster at the school to whom completed forms should be returned not later than February 4, 1977.

Scale 1 Posts

DORSET
SWANAGE MIDDLE SCHOOL
(Group 7)
ASSISTANT TEACHERS of GENERAL SUBJECTS, Scale 1, required September. There are six vacancies in the 9 plus to 11 plus range.

Application form (stamped addressed envelope) from Headmaster, Swanage Middle School, care of Grammar School Buildings, Northbrook Road, Swanage.

EALING
(London Borough of)
STANHOPE MIDDLE SCHOOL
Mansell Road, Greenford
Middlesex
TEACHER required from February 21. Scale 1 post. Letters of application should indicate particular interests, and should be sent to the Headmaster (stamped addressed envelope).

London Allowance £402.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

METROPOLITAN BOROUGH OF
SEFTON
EDUCATION COMMITTEE

HEAD TEACHERS

(Group 10)

Applications are invited for the posts of Head Teacher (Group 10) of two schools which will be established on a non-selective basis in September, 1978.

1. 11-16 Boys' Comprehensive School
(975 pupils) to be formed from an existing 6 form entry Mixed Secondary School in the Birkdale area of Southport.

2. 11-16 Mixed Comprehensive School
(1,050 pupils) to be formed by the amalgamation of an existing 4 form entry Boys' Secondary School with a 4 form entry Girls' Secondary School, situated on the same site, in the central area of Southport.

The successful applicants will be expected to take up their posts on 1st May, 1978, but to be fully involved in the necessary forward planning in the 18 months prior to the establishment of the schools.

Southport is a pleasant resort/commuter town on the Merseyside coast offering excellent living and working facilities.

Application forms and further particulars for both posts are obtainable from the Chief Education Officer, Education Department, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LQ, upon receipt of a stamped addressed envelope and should be returned by 4th February, 1977.

SHROPSHIRE
EDUCATION COMMITTEE

Madeley Court Comprehensive School
Telford, Shropshire

HEAD OF ENGLISH SUBJECT AREA

(Scale 4)

Required for April: an experienced, imaginative teacher to lead a team of seven specialists. The Department is committed to a large measure of mixed-ability teaching and to developing individual learning. Mode 3 Courses are well established at both CSE and 'O' level and 'A' level work is on a firm footing.

Further particulars and application form from the Headmaster.

Salop County Council

EAST SUSSEX

Head of Nevill County Secondary School, Hove

HEAD-DESIGNATE OF COMPREHENSIVE SCHOOL

Post vacant 1st September, 1977

GROUP 10 (Subsequently Group 11)

This is a flourishing Secondary School of 850 boys and girls, including a Sixth Form of 75. It will be reorganised as a mixed 12-18 comprehensive school, Group 11, probably in September, 1979. The person appointed will at the same time be appointed as Head-Designate of the reorganised school, to be formed from the amalgamation of Nevill School, the Hove County Grammar School for Boys and the Knoll County Secondary School for Boys.

Application forms and further details from Chief Education Officer, P.O. Box 4, County Hall, Lewes. (Foolscap self-addressed envelope, please).

Closing date February 8th, 1977.

London Borough of RICHMOND UPON THAMES

Applications are invited for the post of

HEAD TEACHER

of Twickenham Secondary School (Girls)

(Group 10)

This is a six form entry comprehensive school for girls between the ages of 11 and 16.

Outer London Allowance of £297 and £312 Supplement payable.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB returnable by Friday, 4th February, 1977.

EDUCATION COMMITTEE

The borough is within easy access of central London and bordered by Epping Forest. London addition to salary payable.

Required for April 1977

Leyton Girls Senior High School
Colworth Road, London E11 1JD

Head Teacher

(Group 10 school)

Salary £7,465-£8,079 plus £297 London Allowance plus £312 supplement plus Social Priority Allowance.

Applications are invited for April 1977 for the Headship of this Girls Comprehensive Senior High School, 700 on roll 14-19 age range.

Closing date 8th February, 1977.

Application form and further details obtainable on receipt of s.a.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

London Borough of Waltham Forest

Secondary Education

Headships

CARDIFF
HOWELL'S SCHOOL
Llandaff
Please see under INDEPENDENT SCHOOLS HEADSHIPS.

CLWYD
COUNTY COUNCIL
ST. DAVID'S SCHOOL
Wrexham
(11-16 Comprehensive, Co-Educational, 1,500 pupils)
HEADSHIP (Group XI)

Starting date: 1st September, 1977, or earlier if possible. Full details and application forms available from the undersigned, to whom they should be returned not later than January 31st.

John Howard Davies, Director of Education, Shire Hall, Mold.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
[illegible] SCHOOL
(11 to 16)
HEADSHIP, Group 8

Applications are invited from experienced TEACHERS for the HEADSHIP of this new school which will open in September, 1978.

The appointment will date from 1st September, 1977.

Further details may be obtained from the undersigned on receipt of a stamped addressed envelope.

Closing date for applications 18th February, 1977.

K. Cruise, Secretary for Education, County Hall, Truro, Cornwall.

CUMBRIA
EDUCATION COMMITTEE
KIRKBY STEPHEN GRAMMAR SCHOOL
(Group 8. Roll 420)
Applications are invited from experienced and well qualified TEACHERS for the HEADSHIP of this School, which becomes vacant in September 1977.

Application forms and further details obtainable from and returnable to G. A. Hargreaves, Assistant Director of Education, Civic Centre, Carlisle, by February 4, 1977.

HAMPSHIRE
THE RICHARD ALDWORTH SCHOOL
Western Way, Basingstoke
(Comprehensive mixed 11 to 16, number on roll 1,030)
Required for September, 1977 — HEAD TEACHER. Group 12.

Stamped addressed envelope to Area Education Officer, Sun Alliance House, 11 Wote Street, Basingstoke, for details. Closing date, 2nd February, 1977.

HAMPSHIRE
WINKLEBURY SCHOOL
Kenilworth Road, Basingstoke
(Comprehensive mixed 11 to 16)
Required for April or September 1977, for this new school due to open September, 1977, with a first year intake only.
HEAD TEACHER. Group 10.

Stamped addressed envelope to Area Education Officer, Sun Alliance House, 11 Wote Street, Basingstoke, for details. Closing date, 2nd February, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
HADHAM HALL SCHOOL
Little Hadham, Near Ware
Four-form entry all ability mixed.
HEAD required, Group 9, £7,[illegible]-£7,[illegible], plus £160 fringe allowance, to be appointed from 1st September, 1977.

Accommodation available at the school. Small boarding section for about 30 boys. Some rural bias in the curriculum.

Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford, [illegible].

This is a readvertisement, previous applicants who wish their application to be further considered should contact the Divisional Education Officer at the above address.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
SWANSCOMBE SCHOOL
(Group 9)
(Roll 650)
Readvertisement
Applications are invited for the post of HEAD TEACHER of this mixed five-form entry high school from the Autumn Term 1977. The school admits pupils of all abilities at 11, some of whom will transfer to Upper Schools at 13.

Forms of application and further particulars may be obtained from the Divisional Education Officer, Education Offices, Essex Road, Dartford DA1 2AZ (stamped addressed envelope please) to whom applications should be returned by 11th February, 1977.

SHEPWAY DIVISION
TECHNICAL HIGH SCHOOL FOR GIRLS
Coolinge Lane, Folkestone
(Group 9)
Applications are invited for the post of HEAD TEACHER of this girls' selective school to take up duty with effect from the beginning of the autumn term 1977. The present roll of 683 includes 121 sixth-form pupils.

Forms of application and particulars of the post may be obtained from the Divisional Education Officer, 3 Shorncliffe Road, Folkestone, to whom applications should be returned not later than 31st January, 1977.

LIVERPOOL
SPEKE MIXED COMPREHENSIVE SECONDARY SCHOOL
Central Avenue, Liverpool, 24
Require for September, 1977, HEAD TEACHER, Group 11.

Salary [illegible] to [illegible]; 1,070 pupils on roll including 90 in sixth form.

Forms and further details obtainable from (stamped addressed envelope) and returnable to the Director of Education, 14 Sir Thomas Street, Liverpool L1 6BJ, by 31st January, 1977. Quote reference [illegible].

SHEFFIELD
EDUCATION
HIGH GREEN SECONDARY SCHOOL
High Green, Sheffield S30 [illegible]
(An 11-plus Comprehensive)
Appointment of HEAD TEACHER

The Committee are looking for a candidate of vision and energy to open one of Sheffield's developing comprehensive secondary schools from 1st September, 1977. The appointment will date from April 1977. This new school will open in September, 1977, in attractive buildings, including a sports hall and adult education centre. It will have an initial 11-plus intake of over 120 pupils drawn from the High Green area of the city. The school is likely to become one of a group of Sheffield campuses with provision for youth and adult education work in the local community.

Sheffield is among the leaders in establishing comprehensive education and participative school government. The Headship of High Green School [illegible] offers an opportunity to make a significant and creative contribution to the city's education service through the establishment of this new school. Salary [illegible] to £7,115 plus £312 flat rate increase.

Application forms and further details are obtainable from the Chief Education Officer, P.O. Box 67, Leopold Street, Sheffield S1 [illegible], to whom applications should be returned by 4th February, [illegible].

Deputy Headships Senior Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
ST. THOMAS MORE R.C. UPPER SCHOOL
Bedford
DEPUTY HEAD (Group 10)
Applications are invited from practising Roman Catholics who are experienced graduate teachers for the post of DEPUTY HEAD of this new 800-place Roman Catholic Upper School, opening in September, 1977. It is hoped that the successful applicant will be able to take up the post at the beginning of the summer term and so play a full part in the planning, organisation and administration of the school from its beginning.

Application forms and further particulars available from Mr. D. J. H. Knowles, Northern Area Education Officer, County Hall, Bedford, to whom completed application forms should be returned by 1st February.

CROYDON
(London Borough of)
[illegible] HIGH SCHOOL
Orchard Way, Shirley, CR0 7NJ
Tenable: 1st September 1977
DEPUTY HEAD TEACHER required in this new 11-16 High School, with purpose-built accommodation and adjoining playing fields. It will accept its first intake of 240 boys and girls in September 1977, and grow by a similar entry in the next four years to its full size of 1,200 pupils. The successful candidate will be expected to play a major part in the planning and development of school policy and should have a flair for organisation.

Salary: Deputy Headship Group 9 (initially) with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Application forms obtainable from the Headmaster, care of Monks Hill High School, Farnborough Avenue, S. Croydon. Send foolscap stamped addressed envelope for details.

Closing date: 18th Feburary, 1977.

Education Department

Headteacher

Fairham Comprehensive School
Farnborough Road, Clifton Estate, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 1,600 (11-18) (Sixth Form 104)
Salary Group: 12

Vacancy to be filled as soon as possible.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date: 31st January, 1977.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

KINGSTON GRAMMAR SCHOOL

560 boys—Direct Grant proceeding to Independence

Following the appointment of
Mr J. A. Strover, M.A.
as Headmaster of Warwick School,
applications are invited for the appointment of

HEAD

to take up post not later than Spring Term, 1978.

Salary equivalent to Burnham Scale 12 plus Outer London Allowance.

The present Headmaster is a member of the Headmasters' Conference.

Details and application form from:
The Clerk to the Governors,
Kingston Grammar School,
Kingston upon Thames, Surrey. KT2 6PY.

HEADSHIPS

(required for September 1977)

ABBOTSFIELD SCHOOL
(GROUP XI)

Clifton Gardens, Hillingdon, Middlesex

Abbotsfield is a five-form entry boys' comprehensive school with a joint sixth form combining the adjacent girls' school (Swakeleys).

SWAKELEYS SCHOOL
(GROUP XI)

Clifton Gardens, Hillingdon, Middlesex

Swakeleys is a five-form entry girls' comprehensive school with a joint sixth form combining the adjacent boys' school (Abbotsfield).

Both posts become vacant on the retirement of the present Head Teacher.

Application forms and further particulars from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex.
Closing date 1 February 1977.
London allowance payable

LONDON BOROUGH OF HILLINGDON

75% removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

County of Cleveland

SECONDARY SCHOOL

HEAD TEACHER

SPRINGFIELD SCHOOL (Group 10)

Middlesbrough (No. on Roll 950)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER. The vacancy arises owing to the retirement of the present Head Teacher in August, 1977.

Springfield School was reorganised in September, 1974, as an 11-16 Comprehensive School. The roll in September will be 950.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, and should be returned not later than 4th February, 1977.

SECONDARY SCHOOLS

DEPUTY HEADTEACHERS

(Required for September, 1977)

BARNHILL SCHOOL
Barnhill Lane, Hayes UB4 9HD
(Number on roll 1,068—86 in Sixth Form)
Head Teacher, J M Jefford, BSc

Deputy Head (Curriculum and Administrative) required for this established Group XI Comprehensive School

BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Middlesex
(Number on roll 858—168 in Sixth Form)
Head Teacher, L Bather, BA, PhD

Second Deputy Head to share in the general academic and administrative organisation as well as its pastoral work in this existing grammar school due to be reorganised as a comprehensive (Group XI) in September, 1977, at which time the school will admit its first all-ability intake.

Application forms and further particulars for both posts available from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex. Closing date: 1 February, 1977.

LONDON BOROUGH OF HILLINGDON

London Allowance payable. 75% removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

SECONDARY
Deputy Headships continued

CROYDON
(London Borough of)
ST. ANDREW'S C. OF E. HIGH SCHOOL
Warrington Road, Croydon
CR0 4BH
Telephone 01-686 [illegible]
Tenable: 19th April, 1977
DEPUTY HEADSHIP
Applications are invited from suitably experienced and qualified TEACHERS who are prepared to play a major part in the management of the school.

This Church of England Controlled Secondary School enjoys a wide catchment area. Candidates should be in sympathy with the Christian way of life.

The school is closely linked to the life of St. Andrew's Church and embodies a strong Christian emphasis in its curriculum.

Salary—Deputy Headship Group 6, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by the 4th February, 1977.

DORSET
COLFOX SCHOOL
Bridport
(11 to 18; fully developed comprehensive; 900 boys and girls, sixth form 100)
The post of DEPUTY HEAD, Group 10, will be vacant in September.

Application form and further particulars (stamped addressed envelope) from Headmaster.

ESSEX

MAYFLOWER SCHOOL
(Roll 1,050)
Sixth Form 180 plus)
Stock Road, Billericay
CM12 0RT
Telephone: Billericay 51171-2-3

SECOND MASTER/MISTRESS (Group XII.) Required for Easter, 1977, as an enthusiastic member of administrative team. Applicants should be able to provide proven academic teaching ability and knowledge of management techniques. Traditional standards in work, manners and behaviour maintained. Applicants should be in agreement with this philosophy. Fringe Area Allowance of £150 payable. Closing date: 31st January, 1977.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
STEVENAGE GIRLS' SCHOOL
(Group 10)
Valley Way, Stevenage
SG2 0AB

DEPUTY HEAD required for April/September for this 6 form entry all-ability school to share in all aspects of organisation and policy making within the school with particular responsibility for Pastoral Care.

(Re-advertisement — previous applicants may re-apply.) Further details on request.

Removal expenses may be paid.

Apply to the Headmistress.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
WESTERN COMPREHENSIVE SCHOOL
Cambridge Road, Grimsby
DEPUTY HEAD required for this group 10 school for the 12-16 age group, to commence duty at the beginning of the summer term, 1977.

Application forms, obtainable from the Head Teacher on receipt of a stamped addressed envelope, should be returned by 31st January, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
HATTON SECONDARY GIRLS' SCHOOL
Bradbourne Vale Road, Sevenoaks, Kent
Group 9
(Roll 700)
DEPUTY HEAD required for April, 1977. A colleague of energy and vision with good academic qualifications to fill a post offering scope for leadership and initiative. Particular areas of responsibility, in partnership with the Headmistress, will include curriculum consolidation and development; timetable planning and execution; oversight of in-service staff training; liaison with primary schools, and the day-to-day running of the school. Academically courses are offered to C.S.E. and G.C.E. "O" level. There are a small but increasing number of sixth-form pupils. Applicants with particular expertise in the development of sixth-form courses would be welcomed. Pastorally the school operates on a year system. Value is placed on home/school links and community involvement. Hatton is situated in new buildings on a pleasant campus on the edge of the town. The catchment area is semi-rural.

Intending applicants are welcome to telephone the Headmistress to make an appointment to come and see the school. Telephone number Sev. [illegible].

A letter of application, together with curriculum vitae and the names of two referees, should be sent to the Headmistress, Miss [illegible]. Closing date 31st January, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
QUEEN ELIZABETH'S SCHOOL
Abbey Place, Faversham
Group 9
Required for September, a DEPUTY HEADTEACHER (male or female).

This is a coeducational Grammar School of 600 pupils, established in new buildings since 1967, when the town's two single sex Grammar Schools were amalgamated. The post will involve a large contribution to the administration of the school, including responsibility for girls' pastoral care.

Further details may be obtained from the Headmaster at the school, to whom applications by letter, including the names of two referees, should be sent by 1st February.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
MANNING COMPREHENSIVE SCHOOL, Gregory Boulevard
Nottingham NG7 6PA
Headmistress: Mrs. D. Hall, B.A., J.P.
Girls: 750 (11-16)
For September, upon Miss [illegible] retirement, this school needs a well qualified DEPUTY HEADTEACHER (Group 9). Responsibility for daily running of School, staff communications, curriculum planning and development, timetabling and academic organisation. This former grammar school will have a comprehensive intake in Years 1 to 4 by September, 1977.

Further details available from Headmistress.

Applications (no forms) to the Headmistress, with names of two referees, [illegible].

SANDWELL
(Metropolitan Borough of)
WARLEY HIGH SCHOOL
Pound Road, Oldbury, Warley, West Midlands
Required for Summer Term 1977 SENIOR MASTER OR MISTRESS for this Group 10, 11 to 16 Comprehensive School, which admits [illegible].

Applicants are asked to indicate what contribution they can make to the management of the school. Exact duties will be determined in the light of the interests and experience of the successful candidate. The post will carry a substantial teaching commitment.

Application forms and further details are available from, and returnable to, the Director of Education, Education Department, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, [illegible]. Closing date February 7, 1977.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH SCHOOL
Pontefract Road, Featherstone
WF7 5AU
Required for Easter, 1977, at this new Comprehensive School with [illegible] on roll, Second MASTER/MISTRESS, Group 9.

Further details and application forms from the Head Teacher.

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Mixed 11 to 18 Comprehensive
Required September, DEPUTY HEAD, Group 13, to be responsible for general welfare of the girls and to take full share with Deputy Headmaster of all aspects of management and organization. School established as Comprehensive School in 1973 and has a current roll of 1,[illegible] pupils with a large and growing Sixth Form. Present holder appointed to Headship.

Details and form from Headmaster, The Littlehampton School, Littlehampton, on receipt of foolscap stamped addressed envelope.

WILTSHIRE

WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett
Swindon, SN4 7HD
Group 11

SECOND MASTER/MISTRESS required from 18th April, 1977, at this 11 to 18 Comprehensive School for 1,300 boys and girls.

Further details and application form from the Head Teacher (stamped addressed envelope), returnable by 28th January, 1977.

WIRRAL
(Metropolitan Borough of)
BEBINGTON SECONDARY SCHOOL FOR BOYS
New Ferry, Wirral, Merseyside
(Group 9; 750 on roll)
DEPUTY HEAD TEACHER to commence Summer term 1977.

Application forms and details of post from the Headmaster.

Closing date: 4th February 1977.

RIDGEWAY HIGH SCHOOL
Noctorum Avenue, Noctorum
Birkenhead, Merseyside, L43 7BB
(Six-form entry co-educational Comprehensive School: Group 10)
For 1st September 1977:
(1) Second DEPUTY HEAD.
(2) YEAR TUTOR (Scale 3)

Application forms and further details obtainable on receipt of stamped addressed envelope, from the Headmaster to whom completed forms should be returned by 4th February.

Remedial Posts

Heads of Department

ESSEX

NETTESWELL COMPREHENSIVE SCHOOL
(Roll 1,200)
The Hides, Harlow
Telephone: Harlow [illegible]
Scale 3

Required in April, 1977, with appropriate qualifications and experience of children with learning difficulties. London fringe allowance payable.

WESTBOROUGH HIGH SCHOOL FOR GIRLS
(Roll 860)
Boston Avenue, Southend-on-Sea
Telephone: Southend [illegible]
(Scale 3)

Required for April, 1977, a well qualified and experienced TEACHER to be responsible for running programmes designed for slow learners and remedial help for those with special difficulties. (Readvertisement: previous applicants will be reconsidered.)

Application forms and further particulars may be obtained from the Head of the school concerned, to whom completed application forms should be returned.

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Uxbridge, Middlesex UB8 3RF
(Number on Roll: 882. 178 in Sixth Form)
Head Teacher: L. Bather, B.A., Ph.D.
Telephone Uxbridge 33000
Required in April 1977, HEAD of REMEDIAL EDUCATION. Scale 4.
This is a new appointment for the school which is due to receive its first all ability intake in September, 1977.

The teacher appointed will be responsible for leading and organizing the remedial work throughout the School, co-ordinating the activities of less able pupils, making contact with primary schools and working closely with other departments. Candidates must be qualified and experienced in remedial work and have general subjects training since the remedial demand will be small at first, gradually increasing as the comprehensive school develops. It is hoped to appoint a teacher who is keen to make a contribution to the School's wide range of extra-curricular activities.

Apply by letter to the Head Teacher giving the names and addresses of two referees and stating qualifications, experience and general subjects offered.

London Allowance payable. 75 per cent removal expenses in appropriate cases.

HILLINGDON
(London Borough of)
HAYES MANOR SCHOOL
[illegible]
Hayes, Middlesex [illegible]
[illegible]
Headmaster [illegible] B.A.
HEAD OF [illegible] DEPARTMENT, Scale 4

[illegible] TEACHER to be HEAD of REMEDIAL DEPARTMENT
[illegible]

Candidates [illegible] a wide range of ability [illegible]

Application forms and further details from the Headmaster. Stamped addressed envelope, please.

London Allowance Payable. Seventy five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

HILLINGDON
(London Borough of)
VYNERS SCHOOL
Warren Road, Ickenham
Uxbridge, Middlesex UB10 8AB
(Number on Roll 883, 193 in Sixth Form)
Headmaster, D. C. Best, M.A.
HEAD of REMEDIAL DEPARTMENT
Required for September, 1977, experienced TEACHER to be HEAD of the REMEDIAL DEPARTMENT (Scale 4).

The school is a four form entry mixed grammar school which is due to receive its first five form non-selective intake in September and it is hoped to appoint a person who will be able to plan, establish and develop the work of the Department, build up a close relationship with other departments, and advise existing staff on the teaching of children of lower ability.

Application forms and further information about the school and the post may be obtained from the Headmaster at the School.

London Allowance payable. Seventy five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

Other Posts on Scale 2 and above

AVON COUNTY
HARTCLIFFE SCHOOL
Bishport Avenue, Bristol BS13 [illegible]
(Mixed 11 to 18 Comprehensive)
Tel.: 0272 [illegible]
Required for Summer Term, 1977, full-time TEACHER for slow learning pupils. Experience in teaching of reading and number essential and a particular interest in Social Studies an advantage. A September appointment would be considered.

Applications by letter to the Headmaster with full curriculum vitae and names and addresses of two referees immediately.

DORSET
PORTLAND COUNTY SECONDARY SCHOOL
St. Georges Road, Easton, Portland, DT5 2AT
(500—Mixed)
Required Easter, 1977, REMEDIAL TEACHER for ENGLISH. Scale 2 post may be available for experienced applicant.

Further particulars and application form available from Headmaster.

Scale 1 Posts

AVON COUNTY
CHURCHILL SCHOOL
Churchill, Bristol BS19 5QN
(1,420 on roll)
REMEDIAL TEACHER, Scale 1, from April 1977, in this purpose built Comprehensive (11-18) school. Some specialist training and/or experience essential.

Apply by letter to the Headmaster, quoting two referees and enclosing stamped addressed envelope.

BEXLEY
(London Borough of)
RIVERSIDE SCHOOL
Yarnton Way, Erith
(Roll 810: Mixed)
Required for Summer Term, TEACHER to join a well equipped, well established REMEDIAL EDUCATION Department team. The pupils are withdrawn from classes for help.

L.A.A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Application forms from Chief Education Officer for Schools (T.7), Town Hall, Crayford, Kent.

BRENT
(London Borough of)
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
(Roll 1,780, 11-18, 270 in Sixth Form)
Situated in very pleasant surroundings.
Required from May, 1977: TEACHER to be responsible for a REMEDIAL GROUP in the Junior part of the school. Candidates should be able to teach basic skills. Ability to teach English to other pupils would be an advantage. Applications from "Junior" trained Teachers would be welcome. A temporary appointment for one term would be considered. Scale 1.

London Allowance of £402 per annum is payable and for permanent posts there is a scheme for assistance with removal expenses, including legal fees, etc., travelling and lodging allowances.

Candidates should apply to the Head of the School within seven days, giving age, present post, qualifications, experience and referees.

BROMLEY
(London Borough of)
Subject to certain conditions removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
CHARTERHOUSE SCHOOL
Charterhouse Road,
Orpington, Kent
Headmaster, Mr. D. Williams, B.A. (Wales).
(6-form entry: mixed comprehensive)
Required for the Summer Term 1977 or, if possible, 1st March, a TEACHER for REMEDIAL subjects.

The remedial department works in close conjunction with other departments. A Scale 2 post might be available for an experienced applicant.

Application forms are obtainable from the Headmaster to whom they should be returned within ten days of the appearance of this advertisement.

CHESHIRE
EDUCATION COMMITTEE
SAINTS FISHER & MORE R.C. HIGH SCHOOL
Milton Avenue, Widnes
REMEDIAL
Scale 1. Remedial with small classes. Ability to teach Lower School Science and/or Religious Education an advantage.

Saints Fisher and More R.C. High School is an eight-form entry 11-18 co-educational comprehensive high school, [illegible] on roll.

Application forms and further particulars from the Head Teacher.

ESSEX

[illegible] SCHOOL
[illegible]
[illegible] Road, [illegible]
[illegible]
[illegible]

[illegible] TEACHER of REMEDIAL WORK [illegible]

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

LONDON
[illegible] SCHOOL
[illegible] INDEPENDENT SCHOOLS.

LONDON, S.E.6
PRENDERGAST GRAMMAR SCHOOL
[illegible], Catford, S.E.6
Voluntary aided school for [illegible] girls
Required April, 1977, TEACHER with special interest and experience in REMEDIAL WORK.

The school will be admitting the first all-ability intake in September 1977 and it is hoped that the successful candidate will take an important part in planning for the new first year.

Further information may be obtained from the Headmistress, to whom application should be made by letter. Scale 2 post may be available.

LONDON, S.E.14
ADDEY AND STANHOPE SCHOOL
172 New Cross Road, S.E.14
Voluntary Aided Coeducational School, 500 pupils.
Required for April 1977, full time REMEDIAL TEACHER Scale 2 for a suitably qualified candidate.

The school will have its first all ability intake in September 1977.

Apply as soon as possible (in letter) to Headmaster with details of two referees.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for as soon as possible.
MARKHOUSE CENTRE
Markhouse Road, London, E.17
TEACHER
Qualified successful TEACHER required to work in this newly-opened Centre run jointly by Education Department (School Psychological Service) and Social Services Department. Work will be with small groups of children (from 10 years) to implement the preventative philosophy underlying the Children's and Young Persons' Act 1969, that is young and potential offenders and others. Remedial experience desirable but not essential. Inter-disciplinary consultation on school and family problems.

Closing date 2nd February, 1977.

Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

By Subject Classification

Art and Design

Heads of Department

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
See advertisement under "Independent Schools".

LONDON, E.2
PARMITER'S SCHOOL
Approach Road, London E2 9LZ
01-980 3041
Voluntary Aided Grammar School (620 boys)
Required from 27th April, 1977, well-qualified and experienced HEAD OF ART.

Salary Scale 3, plus London allowance.

The school has a proposal now before the Secretary of State for a phased move into the Watford area (starting in September this year) where it is to become all-ability, five-form entry and mixed. Voluntary aided status is to be retained.

Apply to the Headmaster giving curriculum vitae and names of two referees.

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Mixed 11 to 18 Comprehensive
Required September: HEAD of ART, Scale 3. Four well-equipped specialist rooms. Varied and successful courses at all levels in a thriving Department.

Details and form from Headmaster, The Littlehampton School, Littlehampton, on receipt of foolscap stamped addressed envelope.

Scale 1 Posts

COVENTRY (City of)
CALUDON CASTLE BOYS' COMPREHENSIVE SCHOOL
(1,600 on roll)
Required as soon as possible, SPECIALIST in POTTERY, to run the well equipped studio within the Art department. Scale 1.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster, at the school, Axholme Road, Coventry CV2 5BD.

ESSEX

STANWAY COMPREHENSIVE SCHOOL
(Roll 1,300)
Winstree Road, Stanway
Colchester
Telephone: Colchester [illegible]

Required for Easter, TEACHER of ART with special interest in Pottery.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

DURHAM
COUNTY COUNCIL
NEWTON AYCLIFFE THE AVENUE COMPREHENSIVE SCHOOL
1,800 on roll.
ART—Salary Scale 1. Qualified ASSISTANT required for April 1977 or as soon as possible thereafter with a bias towards ceramics and sculpture to G.C.E. "A" and C.S.E. level. Possibility of G.C.E. "A" level work for a suitable candidate.

Stamped addressed envelope for application form from Area Administrative Officer, Area Education Office, [illegible]. Closing date for receipt of applications [illegible] February, 1977.

Education Department
St. Edwards School
(Roll 1,109)
London Road, Romford RM7 9NX

Applications are invited for appointment as

Headteacher

of this Group 11 Church of England, Aided, Co-educational Comprehensive School. The post becomes vacant on 1st September, 1977 on the retirement of the present Headteacher. The school enjoys a close relationship with the Parish Church and applicants should be communicant members of the Church of England.

There is a scheme for removal expenses.

Havering

Application forms and further details (S.A.E. please) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR to be returned to the Chairman of Governors, 15 Oaklands Avenue, Romford RM1 4DB by 18th February, 1977.

Education Department

Required Summer Term 1977
Gaynes School
(Roll 1,871 Co Ed)

Brackendale Gardens, Upminster RM14 3UX

Deputy Headteacher

For this Group 11, 8 F.E. Comprehensive School situated on one site. The duties of the successful applicant will include:

(a) Administering the School in the absence of the Head.
(b) Taking overall responsibility for the welfare and discipline of girls.
(c) Assisting in careers guidance.

There is a scheme for removal expenses.

Havering

Application forms and further details available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by *Monday, 7th February, 1977.*

VYNERS SCHOOL, Warren Road, Ickenham, Uxbridge, Middlesex UB10 8AB
(Number on roll 883, 193 in Sixth Form)
Headmaster: D. C. Best, M.A.

APPOINTMENT OF SECOND DEPUTY HEAD

(GROUP XI)

Required for September 1977, an experienced and well qualified teacher as second Deputy Head (Personnel) to join the Senior Management Team and to have particular responsibility for staff organisation and development and for co-ordinating the pastoral and disciplinary aspects of the School.

The School is at present a four form entry mixed Grammar School but will receive its first five form non-selective intake into the first year in September. It is hoped that the person appointed will play a full part in the development of the School as a Comprehensive.

Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex. Closing date 8 February.

LONDON BOROUGH OF HILLINGDON

London Allowance Payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

SHROPSHIRE
EDUCATION COMMITTEE

Madeley Court School,
Telford, Shropshire

Deputy Head

(Group 11)

11-18 comprehensive community school designed to promote individual learning and team teaching

Vacancy due to promotion to a headship.

Further particulars and application form from the Headmaster.

Salop County Council

SECONDARY
Art and Design
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

CHATHAM TECHNICAL HIGH SCHOOL FOR BOYS
Required April, TEACHER for ART & CRAFT throughout school including O.C.E. "O" and "A" courses.

Successful teaching experience essential.

Applications by letter (two referees) to the Headmaster, Chatham Technical High School for Boys, Holcombe, Maidstone Road, Chatham, Kent, ME4 6JB.

CHATHAM—WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue
(Roll 790)
TEACHER required for ART. Social Priority School Allowance payable. Further details of post and School will be sent on request.

Write or telephone the School (Medway 61693). Applications should be made by letter to the Headmaster giving two referees.

LINCOLNSHIRE
LINCOLN SOUTH PARK HIGH SCHOOL
(Number on Roll: 730)
ASSISTANT TEACHER
Burnham Scale 1 £2,865 to £4,056
Required from the beginning of March 1977 to the end of the summer term, a TEMPORARY TEACHER of ART. There are well established Advanced Level and Ordinary Level courses.

The school has been changing since September 1974 from a girls' grammar school to a six-form entry 12-18 coeducational comprehensive school.

A small staff flat near the school may be available.

Apply to the Headmistress at the School, Cross O'Cliff Hill, Lincoln, giving details of qualifications and experience and naming two referees. Closing date 4 February 1977.

LONDON, S.W.6
ST. MARK'S C.E. COMPREHENSIVE SCHOOL
Bishops Avenue
Headmaster: Dr. T. Harper Smith
ART TEACHER required after Easter or as soon as possible for work in the Lower school (first three years).

Details and application forms from the Headmaster at the school.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Direct-Grant Grammar School
(560 girls in Upper School)
Required for September 1977, ASSISTANT TEACHER of ART to share in teaching throughout the school up to Advanced Level standard.

Apply with full curriculum vitae and particulars of two referees to the Headmistress, Loughborough High School, Burton Walks, Loughborough.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for Easter 1977
LEYTON SENIOR HIGH SCHOOL FOR GIRLS
Colworth Road, London E11 1JD
Headmistress: Miss P. M. Smith, B.A.
ART TEACHER to join lively Art Department with good facilities in this Girls' comprehensive Senior High School, 1000 on roll, 14-19 years. C.S.E., G.C.E. "O" and "A" Level courses in operation. Special interest in screen printing and design an advantage.

Closing date: 29th January 1977.

Application forms obtainable, on receipt of a stamped addressed envelope, from the Head Teacher,

Careers

Heads of Department

HILLINGDON
(London Borough of)
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Uxbridge, Middlesex UB8 3RF
(Number on roll: 882—178 in Sixth Form)
Head Teacher: L. Hather B.A., Ph.D.
Tel. Uxbridge 33009
Required for September 1977: HEAD of CAREERS DEPARTMENT (Scale 3). To be responsible for the development of careers education and the further building up of suitable reference material in this school which is to receive its first unselected First Form in September 1977.

It is hoped to appoint a qualified and experienced person who is able to work closely with academic and year heads and outside agencies and who is also keen to make a contribution to the School's wide range of extra curricular activities.

Apply by letter to the Head Teacher giving the names and addresses of two referees and stating other main teaching subjects offered.

London Allowance payable. 75 per cent removal expenses in appropriate cases.

Classics

Scale 1 Posts

ESSEX

COLCHESTER ROYAL GRAMMAR SCHOOL
(Roll 660—Sixth Form 180)
Colchester
Telephone: Colchester 77971

Required September, GRADUATE to teach LATIN and GREEK to "S" level, with junior French. Assistance with Games desirable. Residential post may be available. Interviews mid-February.

Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

WALSALL METROPOLITAN BOROUGH
Education Committee

SECONDARY SCHOOLS

Peripatetic Music

Required as soon as possible.

1. EXPERIENCED TEACHER AS HEAD OF STRINGS (SCALE 3)

2. PERIPATETIC TEACHER/INSTRUCTOR FOR CELLO/DOUBLE BASS

The successful candidate will be expected to assist with the Youth Orchestra and Music Centre activities and to take part in instrumental ensemble concerts in schools. There is also the possibility of some work at the West Midlands College of Education.

3. PART-TIME PERIPATETIC TEACHER/INSTRUCTOR FOR VIOLIN/VIOLA

A willingness to assist with the Youth Orchestra and Music Centre activities would be an advantage.

4. PERIPATETIC TEACHER/INSTRUCTOR FOR WOODWIND

The successful candidate will be expected to assist with the Youth Orchestra and/or Woodwind Band and to help with Music Centre activities. Required after Easter.

Application forms obtainable from the Director of Education at address below.

Shelfield School
Broad Way High Heath, Pelsall, Walsall
Required for Easter, 1977.

TEACHER I/C METALWORK AND MOTOR VEHICLE WORK (SCALE 2)

to work under the Head of Craft Centre. Experience in 'O' level C.S.E. (Mode 1 and Mode 3) essential.
Application forms obtainable from the Head Teacher.

PRIMARY SCHOOLS

Mossley Infants' School
Mossley Lane, Bloxwich

HEAD TEACHER—Group 4

Applications are invited for the post of Head Teacher at the above school.
Application forms and further particulars are available from the Director of Education at address below, and should be returned on or before 8th February, 1977.

Delves Infant School
Bell Lane, Delves, Walsall

TEMPORARY TEACHER

for one term with immediate effect.
Application forms obtainable from the Director of Education at address below.

SPECIAL SCHOOLS

Daw End School
Floyds Lane, Rushall, Walsall
Required for Spring Term, 1977.

TEMPORARY TEACHER

at this day/residential school for maladjusted children, age range 7-16 years. Usual school hours, no residential duties required.
Apply to the Head Teacher.

Oakwood School
Beacon Way, off Salters Road, Walsall Wood, Walsall

HEAD TEACHER

Applications are invited for the post of HEAD TEACHER of this Group 4(S) day school for 60 E.S.N (S) pupils, vacant as from the beginning of the Summer Term, 1977. Candidates should be qualified teachers with good experience of working with severely handicapped children.
Application forms and further details available from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DQ, to whom they should be returned as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
NEWSOME SECONDARY SCHOOL
Castle Avenue, Newsome, Huddersfield, HD4 6JN
Required for Summer Term, 1977, TEMPORARY TEACHER for CLASSICAL STUDIES to a wide range of ability in the 11-15 age range, and LATIN to "O" level. Experience in teaching the Cambridge Latin Course is essential.

Application forms (stamped addressed envelope please) from the Headmaster at the school.

Commercial Subjects

Heads of Department

HAMPSHIRE
CROFTON SCHOOL
Marks Road, Stubbington, Fareham
Comprehensive Mixed, 11 to 16
(Number on roll 900)
Required September, 1977—Scale 3 or 4 HEAD of BUSINESS STUDIES.

Details from Head (stamped addressed envelope please).

Other Posts on Scale 2 and above

ESSEX

SOUTHEND HIGH SCHOOL FOR GIRLS
Southchurch Boulevard, Southend-on-Sea
(Tel.: Southend 588852)

COMMERCIAL SUBJECTS

For sixth form work in girls' grammar school. Scale 2 post for experienced TEACHER, but applications from beginners are invited.

Application form and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

NORTHAMPTONSHIRE
NORTHAMPTON WESTON FAVELL UPPER SCHOOL
Booth Lane South, Northampton NN3 3EZ
Required for April, 1977, at this coeducational comprehensive school for 1,080 pupils in the age range 13 to 18.
A HEAD of ECONOMICS and COMMERCE. The appointment will be on Scale 3.

Application forms and further details from the Headmaster (stamped addressed envelope).

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Beds
Headmaster, S. Clews, M.A., M.Ed.
Required for September, 1977, an ASSISTANT TEACHER, Scale 1 for COMMERCIAL SUBJECTS at this new rural Upper School. Courses to "O", C.S.E., R.S.A. and "A" levels are being developed involving Typing, Office Practice, Principles of Accounts and Economics. Expertise and interest in more than one of these subject areas would be expected.

Application forms and further details available from the Headmaster to whom completed forms should be returned by 7th February, 1977.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AMBROSE FLEMING SCHOOL
(MIXED COMPREHENSIVE)
The Ride, Enfield EN3 7DB
(Roll: 1,300, Telephone 01-804 1595)
Required from 26th April, a TEACHER of COMMERCIAL SUBJECTS, part-time: Tuesday, Wednesday and Thursday mornings and all day Friday, in a well established department with excellent facilities.

Application forms (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

ESSEX

CLACTON COUNTY HIGH SCHOOL
(Roll, 1,480)
Walton Road, Clacton-on-Sea
(Tel.: Clacton 24260)

Required in April or September, TEACHER of TYPEWRITING and COMMERCE for well-established examination course.

(Send stamped addressed envelope, please.)

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HARINGEY
(Borough of)
THE SCHOOL OF ST. DAVID AND ST. KATHARINE
St. Mary's Road, London, N8 7JB
(Telephone 348 6262)
Headmaster: J. B. Ashwin, M.A. (Cantab.)
Required for January—TEMPORARY PART-TIME TEACHER (0.3) of TYPEWRITING and SHORTHAND, for two terms, in this new, 11-18 Mixed Church of England Comprehensive School. London Allowance £402 payable.

Please apply by letter as soon as possible to the Headmaster at the School, giving details of qualifications and experience and the names of two referees.

HARROW
EDUCATION COMMITTEE
ROYAL NATIONAL ORTHOPAEDIC HOSPITAL SCHOOL
Brockley Hill, Stanmore HA7 4LP
Tel. 01-954 2300 Ext. 306
Required from April, 1977: trained, experienced, full-time COMMERCIAL SUBJECTS TEACHER.

Individual tuition to adolescents and adults in shorthand and typewriting and office practice. Ability to offer Book-keeping or Commerce an advantage.

Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £500 towards Legal and Estate Agent fees may be payable.

Application forms from and to be returned to the head of the School by January 31, 1977 (please enclose stamped addressed envelope).

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Roll: 1,270 Co-educational
Head Teacher, Mr. R. G. H. Andrews, B.A., M.Ed.
Required as soon as possible:—A TEACHER of BUSINESS STUDIES, Scale 1. TYPING, COMMERCE and ACCOUNTS essential.

Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.

Application forms may be obtained from the Head Teacher, Tel.: 01-478 8021, and should be returned to the school immediately.

Domestic Subjects

Heads of Department

BEXLEY
(London Borough of)
HOWBURY GRANGE SCHOOL
Slade Green
(Mixed) Roll 855
Applications are invited from experienced TEACHERS for the post of HEAD of DOMESTIC SCIENCE, Scale 3. There will be the opportunity to build up the department and so to make a general contribution to the school.

L.A.A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Application forms from Chief Education Officer for Schools (T.7), Town Hall, Crayford, Kent.

ESSEX

ST. BERNARD'S CONVENT HIGH SCHOOL
(Roll 700)
Westcliff-on-Sea
Tel.: Southend 43583

HEAD OF HOME ECONOMICS

Required for September, an experienced, qualified TEACHER to organize the work of the department and to teach the subject to "A" and "O" levels and to C.S.E. Scale 3 allowance available for suitably qualified applicant.

Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
See advertisement under "Independent Schools".

HARINGEY
(Borough of)
HIGH CROSS SCHOOL
High Road, Tottenham, N.17
Seven-form entry Girls' Comprehensive School
Roll, 1,100 (approx.)
Applications are invited for Easter, or earlier if possible, for the post of HEAD of HOME ECONOMICS.

Candidates should be experienced TEACHERS who are prepared to take charge of the whole department, which is housed in modern, well-equipped rooms in a self-contained annexe on both school sites. "A" level work is in progress and a Mode III syllabus in Child Development has been submitted.

The person appointed will also be expected to seek ways of maximising the contribution this subject can make to the total education of pupils in a multi-racial school.

This appointment could be made on Scale 3 or Scale 4, according to the qualifications and experience of the candidate.

London Allowance £402. Social Priority Allowance £201/£276.

Removal expenses—100 per cent allowed. Forms of application (stamped addressed envelope) and further details available from the undersigned to be returned to Head of school as soon as possible.

Chief Education Officer, Education Offices, Somerset Road N17 9EH.

HILLINGDON
(London Borough of)
JOHN PENROSE SCHOOL
Northwood Way, Harefield, Uxbridge, UB9 6ET
(Number on roll: 336—14 in sixth form)
Headmaster: V. H. Andrews, M.A.
Required for beginning of Summer Term, 1977 | HEAD of NEEDLECRAFT (Scale 2) to be responsible for the work of the Department.

The school is becoming a four form entry comprehensive and will admit its first all ability intake in Septembe 1977.

This post would suit an enthusiastic and imaginative teacher who seeks to develop new ideas in the field of Textiles and Needlecraft, with opportunities to create new courses in conjunction with the Art Department.

Application forms from and returnable to the Head Teacher at the school.

London Allowance payable. 75 per cent removal expenses in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

CANTERBURY DIVISION

THE GEOFFREY CHAUCER SCHOOL
A TEACHER, Scale 3, of HOME ECONOMICS is required to take charge of this and allied subjects within the Design Faculty. This vacancy is for September, 1977 and applications from teachers with the appropriate experience are invited.

The school has a 7 form entry (aged 11 to 18) covering the whole ability range. The buildings are new and the Home Economics suite has excellent facilities. These include three main teaching rooms, experimental kitchens, a flat, etc. Courses exist to "O" level and C.S.E. and there are opportunities for further development.

Application forms and further details can be obtained from the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU.

DOVER DIVISION

DEAL SECONDARY
Mill Road, Deal
Group 10
HEAD of HOME ECONOMICS. An experienced TEACHER is required at Easter, 1977, with imagination, to develop existing courses to cover the needs of boys and girls.

Forms of application and further details can be obtained from the Headmaster of the school.

LINCOLNSHIRE
ASSISTANT TEACHER
LINCOLN SOUTH PARK HIGH SCHOOL
Burnham Scale 3, £3,669 to £5,220
Number on roll 730
Required in September, an experienced TEACHER with special interest in HOMECRAFT, to be HEAD of the HOME ECONOMICS DEPARTMENT.

The school has been changing since September, 1974, from a girls' grammar school to a six-form entry 12 to 18 coeducational comprehensive school.

There are well established "O" level courses and recently introduced C.S.E. courses. It is planned to offer an "A" level course from September, 1977.

A small staff flat near the school may be available.

Application form and further particulars obtainable from the Headmistress at the School, Cross O'Cliff Hill, Lincoln, on receipt of stamped addressed envelope. Closing date February 1, 1977.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
ASTON COMPREHENSIVE SCHOOL
11-18 Mixed
1,420 on roll; 120 in Sixth Form
Required for April or September 1977:
HEAD of HOME ECONOMICS, Scale 3, to take charge of a well established department of five teachers with courses up to "A" Level. Candidates must be well qualified in Cookery.

Closing date: 4th February, 1977.

Application forms and further particulars available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel: 2121, Ext. 3567.

B. W. Ellis, Director of Personnel Resources.

SANDWELL
(Metropolitan Borough of)
CHURCHFIELDS HIGH SCHOOL
Church Vale, West Bromwich, West Midlands
Purpose built 11-18 mixed Comprehensive School on 30 acre Green Belt site, offering courses in "O" and "A" level and C.S.E.
Required for Summer Term, 1977, or as soon as possible thereafter:
HEAD of HOME ECONOMICS and NEEDLECRAFT—Scale 3 Post.

The person appointed will be responsible for all aspects of Home Economics teaching including Housecraft and Needlecraft. There are successful links with the Technical Studies and Art departments, and an interest in Child Care. There are seven rooms equipped for Home Economics teaching, and scope for examination work.

Application forms and further details available from, and returnable to, the Head Teacher at the school.

Other Posts on Scale 2 and above

BERKSHIRE
THE BULMERSHE SCHOOL
Chequers Way, Woodley, Reading
(Mixed Comprehensive for 1,500 pupils)
Required for April, 1977: TEACHER to take charge of the FOOD and FABRIC SECTION of the Design Centre, Scale 3 allowance. There are three rooms in an integrated Design Centre and four fulltime members of the department.

For further details please apply to the Head enclosing stamped addressed envelope please, quoting ref.: WSA [illegible].

CROYDON
(London Borough of)
RIDDLESDOWN HIGH SCHOOL
Honister Heights, Purley, Surrey, CR2 1LS
Tel.: 01-660 5136
Tenable: Easter, 1977
A TEACHER of DOMESTIC SCIENCE to be in charge of NEEDLEWORK at this 11-16 mixed comprehensive school of 1,280 pupils.

Salary, Burnham Scale 2 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

ROCHESTER, HUNDRED OF HOO SCHOOL
Main Road, Hoo St. Werburgh
(Co-educational, 1,300 pupils)
TEACHER required for April or September to be in charge of NEEDLEWORK. The school is to become an Upper Comprehensive School in September and a well qualified and enthusiastic teacher is required to develop the subject from present "O" level courses to "A" level. Excellent facilities in a new Home Economics suite.

Letters of application, with the names of two referees, should be forwarded to the Headmaster.

NEWHAM
(London Borough of)
FOREST GATE SCHOOL
Forest Street, London E7 0HR
Roll: 1,048 Co-educational
Head Teacher, Mr. T. C. Dipstale, M.A.
Required for September, 1977—TEACHER of NEEDLECRAFT. Scale 2 for suitable qualifications and experience. Pleasant room and good facilities.

Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.

Application forms may be obtained from the undersigned and should be returned as soon as possible. Please enclose stamped addressed envelope for acknowledgment.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
KIMBERWORTH COMPREHENSIVE SCHOOL
(11 to 16, mixed. Over 1,000 on roll)
Required for Easter, 1977:
TEACHER for HOME ECONOMICS—Scale 2. With opportunity to develop CSE and GCE examination work.
Closing date: February 11, 1977.

Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Telephone 2121, extension 3567.

B. W. Ellis, Director of Personnel Resources.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Required for Easter 1977—
CLAYTON HALL GIRLS' GRAMMAR SCHOOL
Clayton, Newcastle, Staffordshire
(Mr. C. E. G. Sayle, B.A.)
Group 10
Age range 11-18 years
Number on Roll 600 girls
TEACHER of HOME ECONOMICS (Scale 2). Applicants should be able to offer this subject up to Ordinary and Advanced level.

Forms of application for the above appointments are obtainable on receipt of a stamped addressed envelope from the Head Teacher at the school concerned to whom they should be returned not later than 4th February, 1977.

Scale 1 Posts

AVON COUNTY
HENGROVE SCHOOL
Petherton Gardens, Bristol
BS14 9BU
(Mixed, 11-18 comprehensive)
Required for April, TEACHER of HOME ECONOMICS (Scale 1). The post will be temporary for one term in the first instance.

Apply to Headmaster enclosing stamped addressed envelope for full details.

BRADFORD (City of)
METROPOLITAN COUNCIL
HOLY FAMILY R.C. COMPREHENSIVE SCHOOL
(Number on Roll: 900, 11 to 18 age group)
Required for February, or as soon as possible thereafter, TEACHER to teach NEEDLEWORK HOME ECONOMICS. A Scale 2 post will be available for a teacher of suitable qualifications and experience, who can assume full responsibility for Needlework. Needlework is at present taught to G.C.E. and C.S.E. classes, as well as across the whole ability range in the lower School.

A Temporary appointment will be considered until Easter, if a permanent appointment cannot be made until then.

Application forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, Fourth Floor, Provincial House, Tyrrell Street, Bradford BD1 1NP, and should be returned to the Head Teacher, Holy Family School, Spring Gardens Lane, Keighley, BD20 6LH, by 2nd February, 1977.

Reference ET 777/TES.

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens, NW10 3ST
(Roll: 1,070, 11 to 18, Social Priority School)
Required from Summer Term for this Comprehensive School: TEACHER of HOME ECONOMICS to teach a range of mixed ability classes mainly in the Lower School, but also C.S.E. courses including a mode 3 in homemaking. Interest in developing a newly established mode 3 child care and family course essential. Also some junior needlework. Scale 1.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and referees.

CAMBRIDGESHIRE
HUNTINGDON AREA
ST. PETER'S SCHOOL
St. Peter's Road, Huntingdon
SPECIALIST required (Scale 1) to teach DOMESTIC SCIENCE from April 1977 in this well established Comprehensive School. The Home Economics Department has its own suite of rooms and is generously equipped. Home Economic subjects are taught to CSE, "O" and "A" levels.

Please write immediately to the Headmaster giving curriculum vitae and the names of two referees.

CROYDON
(London Borough of)
SOUTH NORWOOD HIGH SCHOOL
Sandown Road, London, S.E.25
Tel.: 01-654 0045
Tenable: 19th April, 1977
ASSISTANT TEACHER of HOME ECONOMICS required for this coeducational, comprehensive school (pupils in 11-16 year of age range). The Department is well equipped and the teacher appointed would have responsibility for working one of the rooms under a Head of Department who is also Senior Mistress.

Salary—Burnham Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 4th February, 1977.

DEVON
PLYMPTON GRAMMAR SCHOOL
Seymour Road, Plympton, Plymouth
Required from 21 February, a part-time TEACHER of DOMESTIC SCIENCE to "O" for five sessions per week: Tuesday, Friday (all day) and Thursday (morning). Excellent facilities.

Please apply to the Headmaster for application forms which should be returned to him as quickly as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
MINCHENDEN SCHOOL
(COMPREHENSIVE MIXED)
High Street, Southgate, N.14
(Roll, 1,400)
Required for April 1977 TEACHER for HOME ECONOMICS (cookery and needlework) in the lower school.

Consideration given to the following: 100 per cent removal expenses (£1,000 maximum); generous assistance with relocation costs; temporary housing accommodation for up to two years; £10 per week lodging allowance (up to four months) in certain cases.

Application forms and further details (stamped addressed envelope) obtainable from the Headmaster, to whom they should be returned by February 4, 1977.

ESSEX

STANWAY COMPREHENSIVE SCHOOL
(Roll, 1,200)
Winstree Road, Stanway, Colchester
(Tel.: Colchester 8488)

COOKERY

Required for Easter, with some NEEDLEWORK. New home economics suite.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
HIGHWORTH SCHOOL FOR GIRLS
Quantock Drive, Ashford
(Upper School, 580 to 600 girls aged 13 to 18 following the more academic courses)
Required September, 1977, well qualified TEACHER to share work in COOKERY to Ordinary level and ideally, to Advanced level Home Economics, and also to develop Needlework into an Ordinary level subject.

No application forms. Please apply by letter to the Headmistress at the school with copies of testimonials if possible and/or names and addresses of referees.

LINCOLNSHIRE
ALFORD, THE JOHN SPENDLUFFE COUNTY SECONDARY SCHOOL
Hanby Lane, Alford, Lincolnshire
Group 6. Roll 340
Temporary full time TEACHER required immediately to teach HOUSECRAFT to C.S.E. level.

Apply by letter to Headmaster. Closing date two weeks after appearance of this advertisement.

LINCOLNSHIRE
TATTERSHALL, GARTREE SECONDARY SCHOOL
Butts Lane, Tattershall, Lincoln
(Group 6: Roll 500+)
Required for April 1977 (earlier if possible) a TEACHER of HOME ECONOMICS (including some Needlework), Scale 1. The department of three works in very modern accommodation with excellent facilities. Courses lead to C.S.E.

The school is situated in a pleasant, rural catchment area and is growing.

Application forms from the Headmaster to be returned upon completion.

Closing date for applications is Monday, 14th February 1977.

SECONDARY
Domestic Subjects
continued

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
JOSEPH WHITAKER COMPREHENSIVE SCHOOL
Warsop Lane, Rainworth, Mansfield, Notts., NG21 0AG
Headmaster: R. Brooke, B.A.
(Mixed: 1,500, 11 to 18)
Required for Easter, TEACHER, Scale 1, of HOME ECONOMICS.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
BRAMPTON ELLIS C. OF E. (VOLUNTARY AIDED) COMPREHENSIVE SCHOOL
(11-16, mixed, approximately 630 on roll)
Required as soon as possible:—TEACHER for NEEDLEWORK AND COOKERY—Scale 1. To share the teaching of Needlework and Cookery to CSE and GCE level. Scale 2 may be available for a suitably qualified and experienced teacher.

Applications to be returned as soon as possible.

Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Telephone 2121, extension 3567.

B. W. Ellis, Director of Personnel Resources.

SANDWELL
(Metropolitan Borough of)
SHIRELAND HIGH SCHOOL
Waterloo Road, Smethwick, Warley, West Midlands
Required for Summer Term, 1977:
TEACHER of HOME ECONOMICS (with some NEEDLEWORK)—Scale 1 Post.

Application forms available from, and returnable to, the Head Teacher at the school.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
ROBERT SUTTON R.C.
Group 8
Headmaster: Mr. H. J. Evans
Required for the Summer Term, 1977, if possible, an ASSISTANT TEACHER of NEEDLEWORK (Scale 1) in this developing comprehensive school.

Applications from newly qualified teachers would be welcomed.

Application forms may be obtained from the Head Teacher of the school upon receipt of a stamped addressed envelope and should be returned as soon as possible but not later than 7th February, 1977, to the Headmaster, Mr. H. J. Evans, Robert Sutton R.C. Comprehensive School, Bluestone Lane, Stanton Road, Burton-upon-Trent, Staffs. Tel.: Burton-upon-Trent 68015.

H. M. Williams, Area Education Officer.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE SCHOOL
Wakefield WF2 8PW
Required for the beginning of the Summer Term, 1977, or sooner if possible, a TEACHER of DOMESTIC SUBJECTS (Scale 1). The school is a 13-18 Comprehensive School with 1,186 students. Courses in Domestic Subjects, as in other subjects, lead to C.S.E., "O" level and "A" level examinations. The Domestic Subjects Department is responsible for courses in Home Economics, Needlework, Child Care and Home Management.

Further details and application forms may be obtained from the Headmaster at the school (Tel. Wakefield 72681) and should be returned to him there by 31 January, 1977.

WEST SUSSEX
SOUTHERN AREA
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton
Mixed 11-18 Comprehensive: newly opened 1975
Roll 720 September, 1977 (first three years only)
HOME ECONOMICS TEACHER (Scale 1) with main interest in NEEDLEWORK required September in this purpose built developing school. New practical facilities due for completion in September.

Details and form from Headmaster on receipt of foolscap stamped addressed envelope.

Economics

Scale 1 Posts

CROYDON
TRINITY SCHOOL
Croydon
Required in September:
TEACHER of ECONOMICS.
See Independent Schools.

DERBYSHIRE
MOUNT ST. MARY'S COLLEGE
Spinkhill, Sheffield S31 9YL
Scale 2 Appointment.
Required September, 1977, a GRADUATE TEACHER of ECONOMICS to "O" and "A" level; additional subjects desirable. Accommodation is available for an unmarried person in return for help with Housemaster duties. The school is a Roman Catholic boys' boarding school in membership of the Headmasters' Conference; a Roman Catholic and ability to help with Games and C.C.F. would be an advantage.

Apply to the Headmaster, with a curriculum vitae and the addresses of two referees.

English

Heads of Department

AVON COUNTY
RODWAY SCHOOL
Mangotsfield, Bristol
(Co-ed.: 940 on roll: 170 in sixth)
Required for beginning of Summer Term 1977 (September, 1977 would be considered for strong applicants), GRADUATE TEACHER with good comprehensive experience for post of HEAD of ENGLISH. Scale 4.

Applications to Headmaster with curriculum vitae and names of two referees.

Please enclose stamped addressed envelope for further details.

BARKING
(London Borough of)
DAGENHAM PRIORY COMPREHENSIVE SCHOOL
School Road, Dagenham
(Roll 1,193)
Required for April or September, 1977—
HEAD of ENGLISH DEPARTMENT. An experienced TEACHER of lively enthusiasm is required to lead a Department in which there exists keen interest in curricular development. Well established C.S.E., "O" and "A" level courses. Scale 4.

London Addition £402 per annum. Reimbursement of removal expenses in approved cases.

Application forms available (stamped addressed envelope) from the Head Teacher, returnable by 3rd February, 1977.

BERKSHIRE
CHARTERS COUNTY SECONDARY SCHOOL
Charters Road, Sunningdale
Roll: 1,320 Mixed Comprehensive
For April,
HEAD of ENGLISH (Scale 4)
London Fringe Allowance £150 per annum. Lodging and removal expenses schemes in operation.

Forms and further details from the Headmaster (stamped addressed envelope). Closing date, January 31.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
CHARTERHOUSE SCHOOL
Charterhouse Road, Orpington
Kent
Headmaster: Mr. D. Williams
B.A. (Wales)
(Six-form entry mixed Comprehensive)
Required for September 1977, an experienced GRADUATE to take over a thriving and very successful department. Teaching ranges from Cambridge University Entrance, "A" level and "O" level, to remedial teaching.

There is a separate remedial department which works very closely with the English Department. Amongst the activities with which the department is associated are the school magazine and drama productions. It would be convenient if the successful candidate could start at the beginning of the Summer term but this is not essential.

The present Head of Department has been promoted to be a Senior Master.

Application forms are obtainable from the Headmaster to whom they should be returned within 10 days of the appearance of this advertisement.

CHESHIRE
EDUCATION COMMITTEE
MACCLESFIELD DISTRICT
WILMSLOW COUNTY GRAMMAR SCHOOL FOR BOYS
Holly Road, Wilmslow
HEAD of ENGLISH
Scale 4. Required for start of Summer or Autumn Term, 1977. The school is at present a boys' Grammar School of 1,100 pupils but will be reorganized at a Six-form Entry Mixed Comprehensive School in September, 1978.

Application form and further details from the Headmaster. Closing date for applications, Tuesday, 8th February, 1977.

CROYDON
(London Borough of)
NORBURY MANOR HIGH SCHOOL FOR BOYS
Stanford Road, London, S.W.16
Telephone: 01-764 7071
Tenable: Easter, 1977
HEAD of ENGLISH DEPARTMENT in this 11 to 16 comprehensive school.

Salary, Burnham Scale 3, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
SELHURST HIGH SCHOOL FOR BOYS
The Crescent, Croydon CR0 2LX
Telephone: 01-684 0081
Tenable: 1st September, 1977
Required for September, 1977, an experienced and well-qualified TEACHER to be HEAD of the ENGLISH DEPARTMENT in this boys' 14 to 18 comprehensive school formed in 1971 from a traditional grammar school. English is compulsory for all boys and almost all take either G.C.E. "O" level or C.S.E. examinations at the end of the fifth year. English is a popular subject at "A" level. The Department of five specialists is assisted by a sound remedial department which deals with English for the least able.

Salary, Burnham Scale 4, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

GLOUCESTERSHIRE
NAUNTON PARK SECONDARY SCHOOL
Naunton Lane, Cheltenham
Required from 20th April, 1977, a suitably qualified and experienced TEACHER for the post of HEAD of ENGLISH, Scale 3. In addition to the organization and development of their own department, applicants must be prepared to contribute to the corporate life of the school. Further details available from the Headmaster. Letters of application containing full particulars and names and addresses of two referees should be submitted by 4th February. Enclose stamped addressed envelope.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CHAFFORD SCHOOL
Lambs Lane, Rainham RM13 9XD
(Roll 957, Co-educational)
Required Summer Term, 1977—
HEAD of ENGLISH DEPARTMENT—Scale 4. A well-qualified and experienced TEACHER to take charge of a flourishing department with excellent staff, in this rapidly growing School situated on the edge of the Green Belt mid-way between London and Southend.

There is a scheme for removal expenses.

Letters of application to Head Teacher giving full curriculum vitae and quoting two referees.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

ASHFORD DIVISION

HIGHWORTH SCHOOL FOR GIRLS
Quantock Drive, Ashford
(Upper School: 580 to 600 girls aged 13 to 18 following the more academic courses)
Required September 1977: HEAD of ENGLISH DEPARTMENT. Man or woman with strong academic qualifications and interests. Scale 4 post.

No application forms. Please apply by letter to the Headmistress at the school with copies of testimonials, if possible, and/or names and addresses of referees.

NEWHAM
(London Borough of)
TRINITY SCHOOL
Barking Road, London E16 4HH
(Roll 1,057 boys)
Head Teacher, Mr. D. J. Johnson, B.Sc. (Econ.)
Required as soon as possible:—A HEAD of FACULTY of COMMUNICATIONS (Scale 4) for this one-site comprehensive boys' school which moved in 1972 to the modern and pleasant buildings of a former technical school.

The Faculty encompasses English, Modern Languages and Remedial Studies and the candidates should be graduate teachers with an interest and experience of curriculum planning for the range of subjects in the faculty.

For this important post candidates must be aware of current educational developments and, as a member of the School's Academic Committee, must be of sufficient stature to discuss and implement policy in the light of the good of the whole school. The nature of the post will provide excellent training for future deputy headship.

The tone and discipline of the school are good and preliminary visits by prospective applicants would be welcomed. Telephone: 01-476 0511.

Burnham Scales plus London allowance £402 plus Social Priority allowance £201 or £276 plus annual supplement £312.

Further details and application forms may be obtained from the Head Teacher at the school and completed forms should be returned to the undersigned as soon as possible. Please enclose stamped addressed envelope for acknowledgment.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

SOUTH CROYDON
CROYDON HIGH SCHOOL
G.P.D.S.T.
Old Farleigh Road, Selsdon CR2 8YB
Wanted for September next, a HEAD of ENGLISH DEPARTMENT. Scale 4 allowance.

Applicants with high academic attainment and good teaching experience are sought. The subject is taught to Advanced and Scholarship levels in a school with a sixth form of over 200 girls.

Applications to the Headmistress as soon as possible, enclosing copies of two testimonials, names of two referees and curriculum vitae.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHASETOWN COMPREHENSIVE SCHOOL
Off Highfields Road, Chasetown, Walsall
Roll: 1,100
Applications are invited from graduates with significant and successful experience for the post of HEAD of ENGLISH, Scale 4.

The school opened in purpose-built accommodation in 1970 and has already developed very strong academic, pastoral and sporting traditions.

Application forms obtainable from and returnable to the Headteacher at the School.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
HEAD OF DEPARTMENT
LEEK
WESTWOOD HIGH SCHOOL
Westwood Hall, Leek, Staffordshire
Mr. G. R. Wiskin, B.Sc. (Econ.)
Group 11
Age range 11 to 18 years
Number on roll—1,100
HEAD of ENGLISH DEPARTMENT (Scale 4).

Required for September, 1977, an able and imaginative TEACHER, to take responsibility for an important part of the curriculum of the school on the retirement of the present holder. Successful teaching experience at all levels is essential. Other interests will be looked for but no particular one is essential for the post. Considerable opportunities exist for a lively intelligent applicant.

Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before 4th February, 1977.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of central London and bordered by Epping Forest. London Addition to salary payable.
Required for Easter, 1977:—
BEACONSFIELD HIGH SCHOOL
Edward Road, London E17 6PB
Head Teacher, Mr. D. J. Gillin
HEAD of ENGLISH, Scale 3. An experienced TEACHER is required to take charge of this well established department in this mixed Comprehensive High School (470 on roll, 11-14 age range).

Closing date 7th February, 1977.

Application forms obtainable on receipt of stamped addressed envelope from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

Other Posts on Scale 2 and above

DEVON
CLYST VALE COMMUNITY COLLEGE
Broadclyst
(Roll: 649)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for ENGLISH. Person appointed to act as Second in a developing department. Scale 2 post.

The successful applicant will be expected to take up the appointment in April, 1977.

Application forms (stamped addressed envelope, please) from Headmaster, Clyst Vale Community College, Station Road, Broadclyst, returnable by 4th February, 1977.

ESSEX

MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Telephone: Chelmsford 60101
(Roll: 1,300)
Scale 3

Required April, 1977, DEPUTY HEAD of the ENGLISH Department. Ability to teach "A" level essential (send stamped addressed envelope).

Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

ST. PETER'S HIGH SCHOOL
Burnham-on-Crouch
Telephone Maldon 782377
(Roll 1,300, 11 to 19 School)

Experienced TEACHER of ENGLISH up to "A" level, required for May-September. Scale 2 or 3 post for well qualified applicant able to contribute to the corporate life of the school.

Applications by letter, stating special interests and quoting two referees, to the Headmaster as soon as possible.

HAMPSHIRE
[illegible] EAST AREA
[illegible] SCHOOL
[illegible], Horndean
Comprehensive Mixed 11-16 1,100 on Roll
Required for April 1977 ENGLISH GRADUATE, Scale 2, Second in the Department.

Stamped addressed envelope to the Head for details.

HILLINGDON
(London Borough of)
HAYES [illegible] SCHOOL
Wood End Green Road, Hayes, Middlesex UB3 2SE
(Number on roll 734—142 in Sixth Form)
Headmaster, B. Jolliffe, B.A.
TEACHER of ENGLISH, Scale 2. An experienced teacher of English is required for September, 1977, to take part in the work of the English Department and to have a specific responsibility either as Assistant Librarian or to develop the present programme of General Studies in the Upper School.

"O" level Language and Literature are taken by all pupils and there are substantial "A" level groups.

Applications will be welcomed from all appropriately qualified candidates but, as the school is becoming comprehensive, experience of teaching the full range of ability will be an advantage.

The school is developing as a six-form-entry mixed comprehensive from a three-form-entry mixed grammar school.

Application forms and further details from Headmaster. Stamped addressed envelope, please.

London Allowance payable. Seventy-five per cent removal expenses in appropriate cases, and some assistance with temporary accommodation may be possible.

NEWHAM
(London Borough of)
SARAH BONNELL SCHOOL
Deanery Road, Stratford, E15 4LP
Roll: 1,071 girls
Head Teacher, Mrs. P. A. Thomas, Dip.Ed.
The school is situated near Stratford Station (Main Line and Central Line) and several bus routes are within easy reach of the school.
Required April, 1977, or earlier if possible:—
TEACHER as SECOND in ENGLISH DEPARTMENT, Scale 3. Interest in work of library would be helpful.

"A" level and "O" level and C.S.E. courses are well established in a wide range of subjects. Further information can be obtained from the Head Teacher, Mrs. Thomas (Tel.: 01-534 6761).

Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.

Application forms may be obtained from the undersigned and should be returned as soon as possible. Please enclose stamped addressed envelope for acknowledgment.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

SANDWELL
(Metropolitan Borough of)
BRISTNALL HALL HIGH SCHOOL
Bristnall Hall Lane, Oldbury
Warley, West Midlands
Required for Summer Term or September, 1977:—
TEACHER OF ENGLISH.

To teach to CSE and "O" level and who is capable of teaching across the ability range and has an interest in extra-curricular play production.

Scale 2 post may be available for a suitably experienced candidate. However a temporary appointment for the Summer Term only would be considered as would applications from teachers seeking a first appointment for September.

Apply by letter, as soon as possible, to the Head Teacher at the School, stating curriculum vitae and also the type of appointment sought.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
DOWNLANDS SCHOOL
Dale Avenue, Hassocks BN6 8LP
(Mixed 11-16 Comprehensive)
Group 9

Required September, TEACHER of ENGLISH, Scale 2, second in Department. Experience in established comprehensive school and of mixed ability teaching an advantage. Applicant required to organize Drama course.

Form and details from Headmaster on receipt of stamped addressed envelope.

Scale 1 Posts

CROYDON
(London Borough of)
HALING MANOR HIGH SCHOOL
Kendra Hall Road, South Croydon CR2 6DT

Telephone: 01-681 1141

Tenable: 21st February, 1977

TEACHER of ENGLISH to work in the Humanities Department for 12 periods — First-Year Integrated Studies, Unit-Based Course. The rest of the timetables will be a range of groups from 13 to 16 including examination work.

Salary—Burnham Scale 1, with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
HEATH CLARK HIGH SCHOOL
Cooper Road,
Croydon, CR9 4AQ

Tel.: 01-681 1516

Tenable: as soon as possible

TEACHER of ENGLISH required for this mixed comprehensive senior high school for pupils aged 14-18 and with a sixth form of 330. Ability to offer some History or Music would be an advantage but not essential. Good support for teacher wishing to develop own ideas and excellent opportunity to gain experience in a lively and very committed Department.

Salary, Burnham Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
TRINITY SCHOOL
Croydon
Required in September:
TEACHER of ENGLISH.
See Independent Schools.

DEVON
ILFRACOMBE SCHOOL AND COMMUNITY COLLEGE
(Roll 1,320)
ASSISTANT TEACHER (Scale 1) required April for ENGLISH with Drama as second subject.

Application forms (stamped addressed foolscap envelope required) from Headmaster, returnable by 8th February, 1977.

ESSEX

GREAT BADDOW [illegible]
[illegible]
[illegible] Road, Great Baddow,
Chelmsford, [illegible]
Tel. Chelmsford [illegible]
11-18 purpose built [illegible]
Comprehensive School
[illegible]
[illegible] New Sixth Form Wing
[illegible] completed
Required immediately, TEACHER of ENGLISH temporary appointment in the first instance with possibility of permanent post later. Work available [illegible] "O" level and C.S.E.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
CHELTENHAM GRAMMAR SCHOOL
(Voluntary Aided)
Princess Elizabeth Way, Cheltenham
(870 boys, 240 in Sixth Form)
Required in September, 1977, a GRADUATE to teach ENGLISH throughout the school up to and including university scholarship level.

The department is a strong and lively one and applicants must show a commitment to literature. Ability to help with drama and games (particularly cricket) would be an advantage.

Apply to Headmaster at above address enclosing copy of one testimonial and the names and addresses of two referees.

HAMPSHIRE
THE HENRY BEAUFORT SCHOOL
Harestock, Winchester
11-16 Comprehensive Mixed
900 on Roll
Scale 1—ENGLISH for April or September, 1977.
Stamped addressed envelope to Head for details.
Closing date 3rd February, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HARVEY GRAMMAR SCHOOL
Folkestone
700 boys
Headmaster: R. Waller, B.A.
Wanted for the summer term only, a TEACHER of ENGLISH throughout the School. Graduate preferred. Higher salary scale possibly available for appropriate experience. Further details on receipt of stamped addressed envelope.

Apply to the Headmaster at the School, giving full details of age, education, qualifications and experience, and the names, addresses and status of two referees to whom you are known professionally.

GRAVESEND SCHOOL FOR BOYS
Church Walk, Gravesend
(Roll: 647; Sixth Form 180)
Required for April or September, a well qualified ENGLISH SPECIALIST (Scale 1) to share the teaching of English in the main school and of "A" level English literature in the Sixth Form. This is a strong and lively department with a notable record of University, including Oxbridge entrance, in a 13-18 Upper School for boys of good academic ability. There are excellent stage facilities and an interest in drama would be actively encouraged. There will be an opportunity to contribute to the Sixth Form General Studies programme.

A temporary appointment for the Summer term would be considered.

Apply to the Headmaster by letter giving a full curriculum vitae and the names of two referees.

TUNBRIDGE WELLS DIVISION

THE BENNETT MEMORIAL DIOCESAN GIRLS' SCHOOL
Culverden Down, Tunbridge Wells
Required for the Summer Term, an HONOURS GRADUATE in ENGLISH to share in teaching the subject up to and including "A" level. This permanent post is suitable for a newly trained graduate.

Further details available on receipt of a stamped addressed envelope.

LONDON
ST MARK'S CE COMPREHENSIVE SCHOOL
Bishops Avenue, London SW6
(Headmaster, Dr T. Harper Smith)
ENGLISH TEACHER required after Easter or as soon as possible for work in the Lower School (first three years).

Details and application forms from the Headmaster at the School.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post.
VALLEY COMPREHENSIVE SCHOOL
Bank Lane, Worksop, Notts.,
S81 7DG
Headmaster: J. M. Johnson, B.A.
(Mixed: 1400, 11 to 18. Sixth Form 160)
For May or September, GRADUATE, Scale 1, in ENGLISH to teach across age range. Purpose built English block. Further details available from Headmaster.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

WAKEFIELD (City of)
Metropolitan District Council
OUTWOOD GRANGE SCHOOL
Number on roll 1,600
Required for the beginning of the Summer Term, 1977, a TEACHER of ENGLISH in this developing 11 to 18 school. There is the possibility of teaching at all levels up to "A" level.

Application forms are obtainable from the Headmaster and should be returned to the School, Potovens Lane, Outwood, Wakefield, as soon as possible.

WEST SUSSEX
SOUTHERN AREA
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton
Mixed 11-18 Comprehensive: newly opened 1975
Roll 720 September, 1977
(First three years only)
ASSISTANT TEACHER for ENGLISH (Scale 1) required September, for this purpose-built developing school.

Details and form from Headmaster on receipt of foolscap stamped addressed envelope.

Geography

Heads of Department

AVON COUNTY
SOMERVALE SCHOOL
Midsomer Norton, Bath
(11 to 18 Mixed Comprehensive 1,030 on Roll)
Scale 3 post available from start of summer term.
A sincere commitment to Field Study, Lower School Integrated Humanities, the Geography for the Young School Leaver Project and to the maintenance of the high academic standards already achieved will be looked for.

Ample opportunity is available for full involvement in school affairs in this Community school enjoying very close links with the small town of Midsomer Norton which occupies a favoured position between Bath and the Mendips.

Full details of the post are available on receipt of stamped addressed envelope. Apply to the Headmaster as soon as possible naming two referees.

BERKSHIRE

[illegible] BOYS' SCHOOL
[illegible] Hill, [illegible]
Reading
[illegible] Comprehensive [illegible]
[illegible] in Sixth Form
Headmaster [illegible]
[illegible]

Required for September, 1977.
HEAD OF GEOGRAPHY, Scale 3, a suitable person [illegible] Co-ordinator of Humanities, Scale 4.

Applicants should be teachers of good standing in the Geography Department of a Secondary School (preferably comprehensive). They should have experience of teaching to "O" and "A" level of the G.C.E., be familiar with C.S.E. and be able to assess the work of younger and less able classes.

Application forms obtainable from and returnable to the Headmaster at the school.

Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

BRISTOL
BRISTOL CATHEDRAL SCHOOL
(H.M.C.; direct grant, going independent: 520 boys, 120 in sixth form)
College Green, Bristol BS1 5TS
HEAD of GEOGRAPHY and GEOLOGY (Scale 3)
This post falls vacant in September, 1977 and applications are invited from well-qualified and experienced GRADUATES in GEOGRAPHY.

Well-equipped specialist rooms for both subjects, own field centre in the Wye Valley, strong emphasis on field work and an interesting scheme of outdoor education developed in cooperation with the University of Bristol. Willingness to help with games, particularly cricket or rugby, a considerable advantage.

Applications including a full curriculum vitae and the names and addresses of two referees, to the Headmaster (from whom further details are available) as soon as possible and not later than Wednesday, February 2.

COVENTRY (City of)
BARR'S HILL MIXED COMPREHENSIVE SCHOOL
(752 on roll)
Required Easter or September, 1977:
HEAD of GEOGRAPHY, Scale 3 for suitable applicant to be responsible for subject up to "A" and "S" level.

Experience and interest in current syllabus developments and mixed ability teaching at a junior level desirable.

Further details available on request.

Closing date 10 days after appearance of advertisement.

Apply by letter giving full details (age, qualification, experience) and names and addresses of two educational referees to the Headmistress at the school, Radford Road, Coventry CV1 4BU.

DONCASTER
EDUCATION COMMITTEE

WOODFIELD HIGH SCHOOL
Weston Road, Doncaster
DN4 8NB
Telephone Doncaster 868247
(Number on Roll 824)

Required for Easter, 1977:
Scale 3 post.
GEOGRAPHER to the Head of Department for ENVIRONMENTAL STUDIES, comprising History, Geography and Humanities.

Closing date: 28th January, 1977.

Further information obtainable from the Head of the above school.

Apply by letter to the Head of the above school, stating full curriculum vitae and the names of two referees, as soon as possible.

HILLINGDON
(London Borough of)
HAYES MANOR SCHOOL
Wood End Green Road, Hayes, Middlesex UB3 2SE
(Number on roll 744, 142 in Sixth Form)
Headmaster, B. Jolliffe, B.A.
HEAD OF GEOGRAPHY. Scale 3
Required for September, 1977, a TEACHER to be HEAD of GEOGRAPHY. Excellent facilities, including a newly equipped specialist room, exist, and the subject flourishes at "O" and "A" levels.

This is a six-form entry mixed comprehensive developing from a three-form entry mixed grammar school and, therefore, though applications will be welcomed from all suitably qualified candidates, experience of teaching the full range of ability will be an advantage.

Application forms and further details from the Headmaster. (Stamped addressed envelope, please.)

London allowance payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
TUNBRIDGE WELLS
THE SKINNERS' SCHOOL
(Voluntary Aided Grammar School of 680 boys; 170 in Sixth form).
Required for September 1977: a suitably experienced GRADUATE to be HEAD of GEOGRAPHY (Scale 3), on the retirement of the present holder. Experience of Field Study courses and of recent developments in the subject is desired.

Apply by letter to the Headmaster, giving curriculum vitae and naming two referees.

SANDWELL
(Metropolitan Borough of)
ALBRIGHT HIGH SCHOOL
Popes Lane, Oldbury, Warley, West Midlands
Required for summer term, 1977—
HEAD of GEOGRAPHY (Scale 3 plus S.P.S. allowance)
To lead a lively department in this 11 to 16 comprehensive school. Courses include "O" level, Mode 1 C.S.E., Geography for the Young School Leaver and a Mode 3 Environmental Studies Option. An interest in the teaching of new techniques and a willingness to take part in field work would be an advantage.

Application forms available from and returnable to the Head Teacher at the school.

Previous applicants need not re-apply.

Closing date: January 31, 1977.

SOLIHULL
EDUCATION COMMITTEE
KINGSHURST COMPREHENSIVE SCHOOL
Cooks Lane, Kingshurst
Birmingham B37 6NU
(All-ability, 11-16 years, 1,200 on roll. Mixed)
HEAD of GEOGRAPHY DEPARTMENT. Scale 3 post. Required for Easter or September, 1977.

This department is housed in a convenient suite of rooms, has courses leading to G.C.E. "O" level and C.S.E. It is a popular subject as an option choice in Upper School and is backed by the resources of the A.V.A. Department.

Letters of application to the Headmaster (enclose stamped addressed envelope).

SECONDARY
Geography
continued

WEST SUSSEX
NORTHERN AREA
THE ANGMERING SCHOOL
Station Road, Angmering,
Littlehampton
Mixed 11 to 18 Comprehensive
Newly opened 1973
Roll 720 September 1977
(first three years only)

HEAD of GEOGRAPHY (Scale 3) required September for this purpose-built developing school.

Details and form from Headmaster on receipt of foolscap stamped addressed envelope.

Other Posts on Scale 2 and above

BERKSHIRE
ALTWOOD C.E. (CONTROLLED) SECONDARY SCHOOL
Altwood Road, Maidenhead.
(Roll 1,000 mixed comprehensive)
For April

To take charge of subject within Social Studies Department, and teach throughout the school. "A" level work available.

London Fringe Allowance £180 p.a. Lodging allowance and removal expenses schemes in operation.

Forms and further details from the Headmaster (stamped addressed envelope). Closing date: January 31st.

HAMPSHIRE
BROCKENHURST COLLEGE
Brockenhurst, Hants SO4 7ZE
Number on roll, 900
(Co-educational)
Scale 3 post

Required September 1977, TEACHER of GEOGRAPHY to "A" level, second in department of 150 "A" level students.

Applicants must be well qualified, experienced, graduate teachers.

Stamped addressed envelope to Principal for details.

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL
(Independent Day School (HMC)—800 boys)

GRADUATE GEOGRAPHER with an interest in Quantitative Methods required for September to teach to O, A and possibly Open Scholarship level. This is an additional appointment reflecting the strength of the subject within the school. Willingness to help with games or other school activities an advantage. Salary Burnham Scale 2 plus £75.

Apply by letter to the Headmaster, Dr. D. T. Witcombe, Nottingham High School, Waverley Mount, Nottingham NG7 4ED. Tel.: 70615 enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees.

ST. HELENS
EDUCATION COMMITTEE
SECONDARY SCHOOL
CENTRAL HIGH SCHOOL
(11 to 16 years; comprehensive)
North Road, St. Helens
WA10 2TP

GEOGRAPHY (Scale 2). TEACHER responsible for this subject throughout the school. Experience in teaching and organising G.C.E. and C.S.E. exams essential.

Application forms are available from the Head Teacher, to whom they should be returned immediately.

Scale 1 Posts

CROYDON
(London Borough of)
PURLEY HIGH SCHOOL FOR GIRLS
Stoneyfield Road, Old Coulsdon, Surrey, CR3 2YG
Tel.: Downland 51101
Tenable: 19th April, 1977

Required for Summer Term, a TEACHER for GEOGRAPHY, C.S.E., "O" and "A" level courses. An ability to teach "O" level Economics would be an advantage.

A permanent post will be available from September, 1977. Enquiries from teachers interested in a part-time post will be considered.

Salary—Burnham Scale 1 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

LONDON, W6
ST. PAUL'S GIRLS' SCHOOL
Brook Green, Hammersmith

Required for January 31, 1977, until end of the Spring Term, March 31, either one full-time or two part-time GEOGRAPHERS to teach: (a) Advanced level (London Board) PHYSICAL GEOGRAPHY to first and second year sixth formers—12 periods a week; (b) Junior GEOGRAPHY (11 to 13 years), using the Oxford Geography Project—8 periods a week.

Applications in writing to the High Mistress giving a full curriculum and the names and addresses of referees.

NORTH YORKSHIRE
(County of)
SHERBURN HIGH SCHOOL
Garden Lane, Sherburn-in-Elmet, near Leeds.

Required for beginning of Summer term, 1977—ASSISTANT MASTER/MISTRESS to teach GEOGRAPHY in this mixed six seven-form entry, 11 to 18, comprehensive school. Ability to teach History and/or English in lower school an advantage.

Application by letter, with all relevant information and names and addresses of two referees, to the Headmaster at the school.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, IG8 7DH; Tel. 01-504 9810.
Head: Mr A. C. R. Duke, M.A.

Suitably qualified TEACHER of GEOGRAPHY (Scale 1) to join the Environmental Studies Department of this 11 to 18 mixed comprehensive school as from Easter 1977. The person appointed would be expected to take some Upper School Geography and Environmental Studies in the Lower School. An interest in field work and some competence in Biology would be advantageous. Outer London Allowance is payable.

An application form and further particulars are available from the Headmaster at the school. Closing date for receipt of applications is 4th February 1977.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HORBURY SCHOOL
(An 11 to 16 Comprehensive School 1,070 on roll September 1977)

Required in September 1977, a TEACHER of GEOGRAPHY to G.C.E. "O" level and to C.S.E. level. The successful candidate will be needed also to teach some HISTORY. Scale 1.

Further details and application form obtainable from the Headmaster, Horbury School, Wakefield Road, Horbury, Near Wakefield, West Yorkshire, WF4 5HE, to whom completed application forms should be returned by January 31, 1977.

WORCESTERSHIRE
MALVERN GIRLS' SCHOOL
(Independent Boarding School for 600 girls: Sixth Form of 150)

GRADUATE required in April to share in the teaching of GEOGRAPHY throughout the school. Familiarity with quantitative techniques and other aspects of the "new" Geography is desirable. A temporary appointment for the Summer term only would be considered.

Applications to the Headmistress with copies of testimonials and the names and addresses of two referees.

History

Heads of Department

ESSEX

COUNTY HIGH SCHOOL

Audley End Road,
Saffron Walden
Telephone: Saffron Walden [illegible]
(Roll 1,325, 11 to 18
Comprehensive)

Required for September 1977 upon the retirement of the present holder. A well-qualified, enthusiastic TEACHER of some experience, able to organise the department and teach to "A" level. A willingness to establish close links with other Humanities subjects is essential. Courses to C.S.E. and G.C.E. "O" and "A" levels are well established.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Barnhill Lane, Hayes UB4 9HD
(Number on roll, 1,600; 180 in Sixth Form)
Head Teacher: J. M. Telford, B.Sc.
Telephone: [illegible]
HEAD of HISTORY DEPARTMENT.

Applications are invited from well qualified teachers for the post of Head of History (Scale 4) which will become vacant from the beginning of the Summer term 1977. The subject is well established in the school and pupils are entered for the CSE "O" and "A" level examinations.

Application forms from and returnable to the Head Teacher at the school.

London allowance payable. 75 per cent removal expenses in appropriate cases.

Other Posts on Scale 2 and above

DORSET
"DORSET COUNTY MUSEUM—SCHOOLS ORGANISER."
See under "MISCELLANEOUS".

Scale 1 Posts

DEVON
PAIGNTON SCHOOL,
Waterleat Road

TEACHER, Scale 1, required April 20, 1977, to teach HISTORY with some GEOGRAPHY and/or RELIGIOUS EDUCATION in the humanities department of lower school (11 to 13).

Application forms and details from Head Teacher, returnable by February 4, 1977.

Humanities

Heads of Department

CROYDON
(London Borough of)
RIDDLESDOWN HIGH SCHOOL
Honister Heights, Purley, Surrey CR2 1EX
Telephone: 01-668 6136
Tenable: 1st September, 1977.

HEAD of HUMANITIES required at this 11 to 16 comprehensive school of 1,200 pupils. The teacher appointed to this important Senior Post would be expected to participate in every aspect of school life, and accept responsibility for Morning Assemblies. The Head of Humanities is responsible for Religious Education, History, Classical Studies and Social Studies. Applicants should be willing to teach at least two of these subjects to "O" and C.S.E. examination levels.

Salary Burnham Scale up to Scale 4 with London area allowance.

Reasonable removal expenses will be reimbursed (details on request).

Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

ESSEX

THE FURTHERWICK PARK SCHOOL

Furtherwick Road, Canvey Island
SS8 7AZ
Telephone: Canvey 3157/8
(Roll: 1,150)

Scale 4

A well qualified and experienced HISTORY TEACHER required to lead a strong team in the four departments of History, Geography, R.E. and Social Studies. Must be committed to mixed ability teaching and integrated courses. Ability to teach other Humanities subjects an advantage.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
DOWNLANDS SCHOOL
Dale Avenue, Hassocks BN6 8LP
Mixed 11 to 16 Comprehensive Group 8

Required September, HEAD of HUMANITIES, Scale 5. New post, history main responsibility but ability to lead team in history, geography, sociology, economics, religious education, with some integrated first year studies. Knowledge of curriculum development, experience of mixed ability situations, proven experience in established comprehensive school required. Possibility of Scale 4 for suitably qualified and experienced candidate.

Forms from Headmaster on receipt of stamped addressed envelope.

Scale 1 Posts

HARINGEY
(Borough of)
THE SCHOOL OF ST. DAVID AND ST. KATHARINE
St. Mary's Road, London, N8 7JB
(Telephone, 348 0263)
Headmaster, J. B. Ashwin, M.A. (Cantab.)
Required for January:—

Part-time, temporary TEACHER of HUMANITIES (c. ½ History, Geography and Social Studies), for two terms, in this new, 11 to 18, mixed Church of England comprehensive school.

London allowance, £402, payable.

Please apply by letter, as soon as possible, to the Headmaster at the school, giving details of qualifications and experience and the names of two referees.

Mathematics

Heads of Department

BROMLEY
(London Borough of)

Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area

RAVENSBOURNE SCHOOL FOR GIRLS
Nightingale Lane
Bromley, BR1 2SQ

Required for September 1977: an experienced TEACHER as HEAD of MATHEMATICS to teach the subject throughout the school to University Entrance. This former grammar school will have non-selective entries in years one to four.

The salary is according to Burnham Scale 4 with London Area allowance.

Please apply direct to the Headmistress at the school with full professional details giving the names and addresses of two referees.

DUDLEY
METROPOLITAN BOROUGH
THE EARLS HIGH SCHOOL
Grammar School Lane, Halesowen
West Midlands, B63 3SL
(13-18 co-educational comprehensive: 800 on roll)

Required for September, 1977, HEAD of MATHEMATICS (Scale 4). Department of five full-timers teaching across whole ability range to "A" level (S.M.P.). Applicants must be willing and able to develop courses additional to well-established existing courses.

Applications to Headmaster, giving full details, including extra-curricular interests.

ESSEX

THE FURTHERWICK PARK SCHOOL

Furtherwick Road,
Canvey Island SS8 7AZ
Telephone: Canvey 3157/8
(Roll 1,150)

Scale 4

A well qualified and experienced MATHEMATICS TEACHER with a dynamic approach to modern teaching methods and knowledge of recent developments in this subject is required. Traditional and modern mathematics courses leading to combined 16 plus examination. Knowledge of Computer Studies an advantage.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
CRYPT SCHOOL
Rodsmead, Gloucester

Required 1st September 1977 in this 3 Form Entry Boys' Selective School, young experienced GRADUATE TEACHER to take charge of the MATHEMATICS DEPARTMENT. Scale 4. A traditional course is followed. Ability to coach and organise Hockey would be a considerable asset.

Further particulars from the Headmaster. Enclose stamped addressed envelope.

HARINGEY
(Borough of)
SOMERSET SCHOOL
White Hart Lane, N.17
(Voluntary Controlled Boys' Comprehensive School: Roll approximately 1,000)

Required for September: HEAD of MATHEMATICS (Scale 4). An experienced and well qualified TEACHER to take over the leadership of a thriving department on the retirement of the present Head of Mathematics.

The school is on two sites and the successful candidate is required to co-ordinate the work throughout the school and develop existing courses. The maintenance of high academic standards up to and including "A" level must be combined with imaginative work with pupils covering the full range of abilities.

London Allowance (£402). Social Priority Allowance (£201/£276). Removal expenses (100 per cent allowed).

Forms of application (stamped addressed envelope) and further details available from the undersigned, to be returned to the Head of School as soon as possible.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION

THE SHEPPEY SCHOOL.
Mixed upper (13 to 18) comprehensive school: number on roll 1,800.
Required for Summer or Autumn Term 1977
TEACHER for MATHEMATICS (Scale 3). Year Team Leader to be responsible for the whole ability range of Mathematics in one of the three years (13 to 16) within the school. Kent Mathematics Project individualised learning in use in the Lower School.

Letters of application, together with a curriculum vitae, and names and addresses of two referees to The Acting Head, The Sheppey School, Minster Road, Minster, Sheppey, Kent.

KINGSTON upon Thames
(Royal Borough of)
BONNER HILL SCHOOL FOR GIRLS
Bonner Hill Road, Kingston upon Thames, KT1 3HR
Tel. 01-546 4145
630 on roll. Courses leading to C.S.E., "O" and "A" level.
HEAD of MATHEMATICS Department (Scale 3) MASTER/MISTRESS required for January, 1977, or April, 1977.

Applications are invited from qualified and experienced teachers to be responsible for a department in which Traditional and Modern Mathematics (S.M.P.) and Statistics are taught to examination standard.

London Allowance £207.

Assistance may be provided with removal expenses.

Application forms and further information obtainable from the Headmistress at the school, to be returned to her as soon as possible.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
RUTHERFORD SCHOOL
HEAD of MATHEMATICS department, Scale 4.
(Re-advertisement)

Required for September, 1977, a suitably qualified and experienced TEACHER for appointment to a Scale 4 post as HEAD of MATHEMATICS at this county co-educational comprehensive school.

Application forms and further information obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, to be returned to the Headmistress, Rutherford School, West Road, Newcastle upon Tyne NE4 9LU within 14 days of the appearance of this advertisement.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. THOMAS AQUINAS R.C. HIGH SCHOOL
St. Nicholas Drive, Bootle
Merseyside L30 2RU
Required for April/September, 1977—
HEAD of MATHEMATICS—Scale 4 post.

Well-qualified and experienced TEACHER for HEAD of MATHEMATICS DEPARTMENT.

The successful applicant will be expected to continue the development of this major department and to uphold the highest of standards.

Application forms and further details are available from the Headmaster of the school.

Closing date, 4th February, 1977.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH SCHOOL
(12 to 18 Comprehensive — 1,340 pupils)
HEAD of MATHEMATICS DEPARTMENT—Scale 4.

This post will be vacant at Easter 1977. A graduate mathematician with suitable experience is required and applications will be equally welcome from those with an interest in traditional or modern mathematics. The department of 11 includes a number of Senior Staff.

Application forms from the Headmaster, Healdfield Road, Castleford, to be returned as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for Easter, 1977.
CORPUS CHRISTI R.C. HIGH SCHOOL
Goodall Road, London E11 4EP
Head Teacher: Mr. F. White

HEAD of MATHEMATICS, Scale 3, is required for this R.C. Mixed Comprehensive High School (600 on roll 11 to 14 years) to take charge of this well established, flourishing, department which has three other mathematics teachers.

Closing date: 4th February, 1977.

Application forms obtainable from the Head Teacher.

Other Posts on Scale 2 and above

BEXLEY
(London Borough of)
ERITH SCHOOL
(Roll: 1,980)

Required to take up appointment at the commencement of the Summer term. MATHEMATICS TEACHER—Scale 2. The S.M.P. Mathematics syllabus is followed throughout the school, and a large, well established Mathematics Department prepares candidates for C.S.E., "O", "A" and "S" level examinations and for open scholarships. The post would involve some work with Sixth-Form students.

Alternatively, a less experienced applicant might be considered for a scale 1 post in which sixth form work would not be involved.

Further details may be obtained from the School. Telephone: Erith 32074 or 39977. Application forms obtainable from, and returnable to the Director of Education, Crayford Town Hall, Crayford, Kent.

DERBYSHIRE
COUNTY COUNCIL
THE ECCLESBOURNE SCHOOL
Wirksworth Road, Duffield,
Derby DE6 4GS
(Co-educational Grammar/Comprehensive; 830 pupils)

Required for Easter, 1977, GRADUATE MATHEMATICS TEACHER with qualification and/or experience in "A" level Statistics. The successful applicant will be expected to teach throughout the school and share in the curriculum development for the new all-ability intake in the first year. Scale 2 post.

Applications by letter containing curriculum vitae and the names and addresses of two referees should be sent to the Headmaster as soon as possible.

DEVON
OTTERY ST. MARY THE KINGS CO-EDUCATIONAL GRAMMAR SCHOOL
(Roll: 770)

Applications are invited from GRADUATES for the post of ASSISTANT TEACHER to take charge of the MATHEMATICS Department. Teaching to "O", "A" and Oxbridge Scholarship level.

Scale 3 post.

The successful applicant will be expected to take up the appointment in April 1977, or as soon as possible thereafter.

Application forms and further information (stamped addressed envelope please) from Headmaster, The Kings School, Ottery St. Mary, returnable by 4th February 1977.

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The Times Educational Supplement

SECONDARY
Mathematics
continued

EALING
(London Borough)
EDUCATION SERVICE
BRENTSIDE HIGH SCHOOL
Greenford Avenue, Hanwell W7
(1,000 on roll—co-educational, 12-18)

Required for Easter 1977, experienced qualified MATHEMATICS TEACHER, Scale 2, to act as second in the department and eventually to take over responsibility for Computer Studies and Statistics. Basically the Mathematics taught is traditional.

London Allowance £402.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Letter of application to the Acting Headmaster at the school giving brief details of experience and qualifications, together with the names of two referees (stamped addressed envelope).

ESSEX

BEAUCHAMPS SCHOOL

(Roll 1,570)
Beauchamps Drive,
Hill Avenue, Wickford
Tel. Wickford 5166/3167/5468

Scale 3 required for Easter or Summer, 1977. Post available for suitably qualified and experienced applicant. MASTER or MISTRESS as SECOND IN CHARGE of a large MATHEMATICS Department. S.M.P. Mathematics is taught up to and including Further Mathematics "A" level.

COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

(Roll 625 in sixth 125)
Norman Way, Colchester
Tel. Colchester 76973

SECOND IN DEPARTMENT. Scale 3. Appointment from September 1977. An energetic, experienced TEACHER is required to teach academically able girls to Oxbridge entrance standard. There will be ample opportunities to contribute both to the formal work of the department and to extra-curricular activities.

EASTWOOD HIGH SCHOOL FOR GIRLS

(Roll 860)
Rayleigh Road, Leigh-on-Sea
Tel. 0702 524511

MASTER/MISTRESS required for May or September to be SECOND IN MATHEMATICS DEPARTMENT to teach to C.S.E. and G.C.E. "O" level. Knowledge of computer studies an advantage. Scale 2 post.

HAMPSHIRE
THE RICHARD ALDWORTH SCHOOL.
Western Way, Basingstoke
(Comprehensive, mixed: 11 to 16; number on roll 1,650).
Scale 2—MATHEMATICS.

Stamped addressed envelope to Head for details.

Required April 26, 1977.

HAMPSHIRE
THE WESTGATE SCHOOL
Cheriton Road, Winchester
(Years 1-4 comprehensive; mixed; Year 5 grammar school; 11 to 16; 870 on roll)
Required April, 1977, Scale 2, MATHEMATICS: second in department.

Stamped addressed envelope to Head for details.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION

CHATHAM—ST. JOHN FISHER R.C. SECONDARY SCHOOL
Ordnance Street
Roll 640 mixed
Sixty in Sixth Form

TEACHER required for Summer Term, 1977, initially on Scale 3. Successful candidate should expect to become HEAD of MATHEMATICS (Scale 4) on the retirement of the present incumbent in mid-1978.

The school is scheduled to expand to become six-form entry and to be fully Comprehensive from September, 1978. Competence to work with the Headmaster to plan and execute the transition an obvious necessity.

The school occupies modern buildings in a very central position. Generous grants for removal, lodging and disturbance expenses.

Applications, giving full curriculum vitae and names of two referees, to Headmaster.

NEWHAM
(London Borough of)
FOREST GATE SCHOOL
Forest Street, London E7 0HR
(Roll: 1,048 Co-educational)
Head Teacher: Mr. P. C. Dipstale, M.A.

Required Summer Term (September considered).

TEACHER as SECOND in MATHEMATICS DEPARTMENT to teach modern and traditional mathematics for established C.S.E. and G.C.E. courses leading to "A" level. To teach throughout age and ability range. Scale 3.

Burnham Scale, plus London Allowance £402, plus Annual supplement £312, plus Social Priority Allowance £201 or £276.

Application forms may be obtained from the undersigned and should be returned as soon as possible. Please enclose stamped addressed envelope for acknowledgement.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NEWHAM
(London Borough of)
SARAH BONNELL SCHOOL
Deanery Road, Stratford, London E15 4LP
(Roll: 1,034 girls)
Headteacher: Mrs. P. A. Thomas, Dip.Ed.

The School is situated near Stratford Station which is served by Main Line and Central Line Underground.

Required April/September, 1977: SECOND in MATHEMATICS DEPARTMENT. Scale 3. Teacher to act as Second in the department expected to teach all ages and abilities, but able to take pupils to "O" and "A" level examination would be an advantage.

Details of the post and responsibilities may be obtained from the Headteacher (Tel: 01-534 6791).

Burnham Scales, plus London Allowance £402, plus Annual Supplement £312, plus Social Priority Allowance £201 or £276.

Application forms may be obtained from the undersigned and should be returned as soon as possible. Please enclose stamped addressed envelope for acknowledgement.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NEWHAM
(London Borough of)
STRATFORD SCHOOL
Upton Lane, London E7 9PR
(Roll: 1,097 Co-educational)
Head Teacher: Mr. A. C. Chamberlain, B.Sc.

Required Summer/Autumn, 1977: An experienced TEACHER for MATHEMATICS to G.C.E. "A" and "O" and C.S.E. levels. S.M.P. course in use throughout years one to five. Scale 2/3 post available according to qualifications and experience of the successful candidate.

Burnham Scales, plus London Allowance, £402, plus Annual Supplement, £312.

Application forms are available from the undersigned and should be returned as soon as possible.

Please enclose stamped addressed envelope for acknowledgement.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NORTHAMPTONSHIRE
COUNTY COUNCIL
NORTHAMPTON LINGS SCHOOL
Billing Brook Road, Lings,
Northampton NN3 4NH

Required for April or September, a TEACHER of MATHEMATICS, preferably to "A" level. The appointment will be on Scale 2. Lings is a co-educational comprehensive Community School for the 13-18 age group which opened in September 1974 in the Eastern Expansion Area of Northampton.

Further information and application forms from the Headmaster (stamped addressed envelope).

NORTHUMBERLAND
COUNTY COUNCIL

PRUDHOE COUNTY HIGH SCHOOL

(Group 11)
(Co-educational: 13-18 Comprehensive High School)

TEACHER OF MATHEMATICS
(Scale 3)

Required for 1st September, 1977, a qualified and experienced TEACHER who is able to accept the responsibilities of second in the Department. A candidate with experience of teaching Modern Mathematics and Further Mathematics at sixth-form level would be preferred.

Lodging allowance and 75 per cent of removal expenses (up to a maximum of £100) payable in approved cases.

Application forms returnable by 7th February, 1977, and further details obtainable by sending a foolscap stamped addressed envelope to the Head Teacher, Prudhoe County Secondary School, Moor Road, Prudhoe on Tyne, NE42 [illegible].

RICHMOND-upon-THAMES
(London Borough of)

ORLEANS PARK SCHOOL
(Comprehensive, 11 to 16; mixed, roll 900)
Richmond Road, Twickenham
TW1 3BB

MATHEMATICS TEACHER required from early March, 1977, or as soon as possible.

(This is a temporary appointment (full-time) available until August 31, 1977. It is possible that the successful candidate may be offered an established appointment from September.)

Good academic qualifications would be an advantage, as would a real interest in extra-curricular activities. A Scale 2 post may be available for a good, experienced candidate and pastoral duties may be assigned to the post.

"O/C" level (S.M.P.) and C.S.E. courses are long-established.

The School transferred to new buildings in a pleasant, secluded site in its own grounds in September, 1973 at the same time as the first six form comprehensive entry was accepted upon reorganisation.

Forms (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by January 31, 1977.

WEST SUSSEX
SOUTHERN AREA
ST. ANDREW'S C.E. (AIDED) HIGH SCHOOL FOR BOYS
Sackville Road, Worthing
(Comprehensive, 765 on roll aged 12 to 16)

Required for April, TEACHER of MATHEMATICS. Established G.C.E. "O" level and C.S.E. courses in S.M.P. Scale 3 post available for candidate suitably qualified and experienced to act as second in the department. Willingness to help with games or out-of-school activities a strong recommendation.

Assistance with removal and resettlement expenses in approved cases.

Details and form from Headmaster on receipt of stamped-addressed foolscap envelope.

Scale 1 Posts

AVON COUNTY
FAIRFIELD GRAMMAR SCHOOL.
Montpelier, Bristol BS6 5JW
(Co-educational; 620 on roll)

Required for April, 1977, TEACHER of MATHEMATICS to Advanced level and PHYSICS to Ordinary level (Scale 1). The appointment will be temporary for the Summer term only in the first instance.

Applications by letter to the Headmaster immediately with full details of qualifications and experience and the names of two referees.

AVON COUNTY
HARTCLIFFE SCHOOL
Bishport Avenue, Bristol BS13 0RL
(Mixed 11 to 18 Comprehensive)
Telephone: 0272 662641

MATHEMATICS TEACHER required for Summer Term, 1977. Experience in teaching S.M.P. Texts an advantage. Individualised learning with some groups, initially teaching programme to include classes across Years 1 to 5. Large Department and excellent facilities.

This may be a temporary or permanent appointment.

Application by letter together with full curriculum vitae and names and addresses of two referees to the Headmaster immediately.

BERKSHIRE
COX GREEN COUNTY SECONDARY SCHOOL
Highfield Lane, Maidenhead
(Roll 1,010 mixed comprehensive)
For April (earlier if possible).

S.M.P. Mathematics taught to C.S.E. and G.C.E. "O" and "A" levels. Computer Studies course leads to C.S.E. and "O" level.

London Fringe Allowance £150 p.a. Lodging allowance and removal expenses schemes in operation.

Forms and further details from the Headmaster (stamped addressed envelope). Closing date: January 31.

CHESHIRE
EDUCATION COMMITTEE
SANDBACH COUNTY SECONDARY SCHOOL
Middlewich Road, Sandbach
Tel. 093 67 6031
MATHEMATICS

This is a temporary post for the Summer Term. There is a possibility that the post could become a permanent one at a later date. The work involves aspects of both traditional and modern Mathematics, mostly with the younger pupils.

Full details are available from the Headmaster. Closing date: Thursday, 3rd February, 1977.

DERBY
DERBY HIGH SCHOOL FOR GIRLS
Hillsway, Littleover Derby
MATHEMATICIAN needed at Easter; see under "Independent Schools".

DERBYSHIRE
EDUCATION COMMITTEE
WESTON MERE SCHOOL
Breaston, Derbys DE7 3DJ
Telephone: Draycott 231
Required for April, 1977, an ASSISTANT TEACHER (Scale 1) of MATHEMATICS

The school is a developing 11-16 comprehensive (570 pupils) pleasantly situated midway between Derby and Nottingham.

Apply by letter or telephone to the Headmaster at the above address for application form and further details. Closing date February 11th, 1977.

DURHAM
COUNTY COUNCIL
NEWTON AYCLIFFE THE AVENUE COMPREHENSIVE SCHOOL
(1,300 on roll)

MATHEMATICS—Salary Scale 1. GRADUATE required for April 1977 or as soon as possible thereafter to teach subject up to G.C.E. "A" level.

Stamped addressed envelope for application form from Area Administrative Officer, Area Education Office, Green Lane, Spennymoor.

Closing date for receipt of applications 7th February, 1977.

EALING
(London Borough)
EDUCATION SERVICE
CARDINAL NEWMAN R.C. HIGH SCHOOL.
Acton, W.3

Required as soon as possible, a TEACHER of MATHEMATICS and PHYSICS. Salary Scale 1, plus London Allowance £402.

The school, which is mixed, takes pupils of 12-18. It became comprehensive in 1974 and moved recently to a new site. G.C.E. "O" level and C.S.E. courses already exist. Opportunities to develop suitable "A" level courses have commenced.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Letters of application, giving details of career and qualifications and the names and addresses of two referees, should be sent, as soon as possible, to the Headmaster at the School (Tel.: 01-992 4285).

(Stamped addressed envelope.)

ESSEX

STANWAY COMPREHENSIVE
Winstree Road, Stanway,
Colchester.
Telephone: Colchester 5488
(Roll 1,200)

Required for Easter, TEACHER of MATHEMATICS to C.S.E. and "O" level.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
See advertisement under Independent Schools.

HAMPSHIRE
THE RICHARD ALDWORTH SCHOOL
Western Way, Basingstoke
(Comprehensive mixed, 11 to 16, number on roll 1,650)
Scale 1 — MATHEMATICS.

Stamped addressed envelope to Head for details.

Required 26th April, 1977.

HARROW
EDUCATION COMMITTEE
NOWER HILL HIGH SCHOOL
Pinner Road, Pinner,
Middlesex HA5 5RP
Telephone: 01-863 1306

MATHEMATICS full-time TEACHER required from Easter (Scale 1) to teach Mathematics across the school plus the ability to offer some general subjects teaching. This is an eight form entry comprehensive high school recruiting a full range of ability within the age range of 12 to 16 years and is situated in a pleasant north-west London suburb.

Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £800 towards Legal and Estate Agent fees may be payable.

Application forms and further details from and to be returned to the Head of the School by 4th February, 1977.

Please enclose stamped addressed envelope.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
DURY FALLS SCHOOL
(Roll 602 Co. Ed.)
Wingletye Lane, Hornchurch RM11 3TB

Required as soon as possible. A part-time TEACHER (four days a week) to share in the teaching of MATHEMATICS throughout this 4 F.E. Comprehensive School.

There is a scheme for removal expenses.

Letter of application to Headteacher quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL

EAST HERTS DIVISION

CHESHUNT SCHOOL

Windmill Lane, Cheshunt

(903 Mixed:
120 taking Advanced level)

MATHEMATICS TEACHER required for the Summer Term initially, to teach throughout school and to include Computer Studies up to "O" level: London Allowance £150. Ideas, enthusiasm and ability to work in team teaching situation sought. Fifth Year (143) taking Single Exam. Modern Mathematics.

New buildings include Mathematics Laboratory. One 13 in country on computer-aided Mathematics teaching project: linked with Hatfield Polytechnic by computer terminal.

Please apply Headmaster (no forms) with curriculum vitae, naming two referees, and stating extra-curricular activities.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION

THAMESVIEW SCHOOL,
Thong Lane, Gravesend

TEACHER of MATHEMATICS required for Easter. Qualified graduate preferred.

This is an 11-16 High School which opened in 1968, and serves a large private housing estate on the east of Gravesend.

Applications by letter to the Headmaster, giving full details and names and addresses of two referees.

LIVERPOOL

CAMPION R.C. BOYS S.B. SCHOOL

Salisbury Street, Liverpool
L5 6HR

Require immediately ASSISTANT for MATHEMATICS, Scale 1. A temporary appointment would be considered.

Apply by letter in the first instance to the Headmaster at the school quoting reference [illegible].

LONDON, S.E.6
PRENDERGAST GRAMMAR SCHOOL
30 Rushey Green, Catford S.E.6
(Voluntary aided school for about 600 pupils)

Required May or September. Full or Part-time (not less than 20 hours) post in MATHEMATICS Department to teach to "O" level. "A" level work available for a suitable applicant.

Apply by letter to the Headmistress with full particulars and names of referees.

NEWHAM
(London Borough of)
FOREST GATE SCHOOL
Forest Street, London E7 0HR
(Roll, 1,048, Co-educational)
Head Teacher, Mr. P. C. Dipstale, M.A.

Required as soon as possible — TEACHER of modern and traditional MATHEMATICS for established C.S.E. and G.C.E. courses leading to "A" level, to teach throughout age and ability range. Scale 1.

Burnham scales plus London allowance £402, plus annual supplement £312, plus social priority allowance £201 or £276.

Application forms may be obtained from the Head Teacher (tel.: 01-534 [illegible]) and should be returned to the school as soon as possible. Please enclose stamped addressed envelope for acknowledgement.

NORTHAMPTONSHIRE
COUNTY COUNCIL
CORBY BEANFIELD COMPREHENSIVE SCHOOL
[illegible] Road, Corby,
Northants. NN18 0NQ

TEACHER required for MATHEMATICS from April, 1977. This 11-18 Comprehensive School has well established courses to C.S.E. and G.C.E. "O" levels and "A" levels. It is hoped that the successful applicant will share in this examination teaching. Excellent facilities.

Application forms and further details from the Headmaster (stamped addressed envelope).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post
VALLEY COMPREHENSIVE SCHOOL.
Baulk Lane, Worksop,
Notts., S81 7DG
Headmaster: J. M. Johnson, B.A.
Mixed: 1,600 (11-18)
(Sixth Form 160)

For May or September, GRADUATE (Scale 1) in MATHEMATICS. Purpose built Mathematics Department. "A" level work available. Further details available from Headmaster.

Application (no forms) to the Headmaster, with names of two referees, as soon as possible.

RICHMOND UPON THAMES
(London Borough of)

ORLEANS PARK SCHOOL
Richmond Road, Twickenham
TW1 3BB

See under "Scale 2 posts for Mathematics".

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HORBURY SCHOOL
(an 11 to 16 Comprehensive school 1,070 on roll 1977)

Required in September 1977: a TEACHER of MATHEMATICS able to teach GENERAL SCIENCE, mainly Physics. Candidates should be able to teach to GCE Ordinary and CSE levels—Scale 1.

Further details and application form obtainable from the Headmaster; Horbury School, Wakefield Road, Horbury, near Wakefield, West Yorkshire WF4 5HE, to whom completed application forms should be returned by January 31, 1

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required as soon as possible.
LEYTON BOYS' SENIOR HIGH SCHOOL
Essex Road, London E10 6EQ
Head Teacher: Mr. A. P. Piggott, B.A.

MATHEMATICS TEACHER is required for this Boys' Comprehensive Senior High School (810 on Roll, 14 to 19 years). Well established department, offering C.S.E., "O" and "A" level courses.

Closing date: 2nd February, 1977.

Application forms obtainable from the Head Teacher.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for Easter 1977.
WILLOWFIELD HIGH SCHOOL
Clifton Avenue, London, E17 6HL
Headmaster: Mr. A. Foster

MATHEMATICS TEACHER for this mixed comprehensive High School (480 on roll, 11-14 years age range). Willingness to help in a small way with games, netball, etc., would be an advantage.

Closing date: 4th February, 1977.

Application forms obtainable from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ, on receipt of a stamped addressed envelope.

WEST SUSSEX
SOUTHERN AREA
THE ANGMERING SCHOOL.
Station Road, Angmering,
Littlehampton
Mixed 11-18 Comprehensive: Newly opened 1973
Roll 720 September, 1977 (1st 3 years only).

ASSISTANT TEACHER for MATHEMATICS (Scale 1) required September, for this purpose built developing school.

Details and form from Headmaster on receipt of foolscap stamped addressed envelope.

Modern Languages

Heads of Department

AVON COUNTY
BROADOAK SCHOOL
Weston-super-Mare, BS23 4NP
(1,700 boys and girls: 345 in the Sixth)

Required in September a HEAD of LANGUAGES (Scale 4).

The teacher appointed must be a specialist in French.

The other languages taught are German, Spanish, Latin and Russian.

Further information will be supplied on receipt of a stamped addressed foolscap envelope.

Apply to the Head (no forms) with full personal details and the names of two referees.

AVON COUNTY
WRITHLINGTON SCHOOL
Radstock, Bath BA3 3NQ
(11 to 18 Comprehensive: 1,110 mixed)

Writhlington is one mile outside Radstock, eight miles south of Bath. Splendidly equipped modern building for 1,200 pupils.

For September, 1977:
HEAD of FOREIGN LANGUAGES Department (Scale 4). French is the first foreign language (Longmans A.V. course). German the second (Vorwärts, Sprich Mal Deutsch): C.S.E., "O" and "A" level courses established in both languages. Latin is offered in the Sixth Form. Language laboratory and specialist rooms.

Apply with curriculum vitae and names of referees to the Headmaster. Enclose stamped addressed envelope if further details required.

BARKING
(London Borough of)
PARSLOES MANOR COMPREHENSIVE SCHOOL.
(Roll 1,450)
Required April, 1977 —
HEAD of MODERN LANGUAGES—experienced and well qualified FRENCH and GERMAN TEACHER to lead a lively department. Well established C.S.E., "O" and "A" level courses in both subjects, 32-booth language laboratory, new A.V. course and programme of foreign visits and exchanges. Scale 4 plus £402 London addition and Social Priority School allowance.

Reimbursement of removal expenses in approved cases.

Letters of application to the Head Teacher at the school, returnable by 28th January, 1977.

COVENTRY (City of)
WOODWAY PARK MIXED COMPREHENSIVE SCHOOL.
(Social priority school, 1,115 on roll)

Required Autumn Term, 1977 — HEAD of MODERN LANGUAGES, Scale 3 or 4 depending on qualifications and experience plus S.P.A.

Vacancy due to promotion.

French is taught to all levels including "A" level, German to "O" level and European Studies in C.S.E. Newly installed language laboratory and specialist staff.

Apply by letter, giving full details (age, qualifications, experience) and names and addresses of two educational referees, to the Headmaster at the school, Woodway Lane, Coventry CV2 2AJ.

DORSET
WEYMOUTH GRAMMAR SCHOOL
Charlestown, Weymouth, DT4 9SY
(Co-educational: Roll 1,170 including 215 in 6th Form).

Required from Easter or September 1977: HEAD of MODERN LANGUAGES (Scale 4). French and German taught to "A" level and Italian to "O" level.

Assistance with removal and incidental expenses.

Further details and forms (stamped addressed envelope please) from the Headmaster.

ESSEX

ST. JOHN'S SCHOOL
(Roll 1,300 — 11 to 18
Mixed Comprehensive)
Tower Road, Epping
Tel. Epping 73028
Scale 4

Required from September 1977. French is the main foreign language, begun in contributory schools, continued to C.S.E., "O" and "A" levels. Strong emphasis on oral methods: 32-booth language laboratory.

Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
MONKSCROFT SECONDARY SCHOOL.
Princess Elizabeth Way,
Cheltenham
(Co-educational: 650 on roll: 11-16 age range)

Required from 20th April, 1977, HEAD of FRENCH, Scale II for this non-selective school.

Further details on receipt of stamped addressed envelope.

Apply by letter to Headmaster, giving full details, names and addresses of two referees.

HILLINGDON
(London Borough of)
HAYES MANOR SCHOOL
Wood End Green Road, Hayes,
Middlesex UB3 2SE
(Number on roll 744, 142 in Sixth Form)
Headmaster, R. Jolliffe, B.A.
Required for September 1977, HEAD of MODERN LANGUAGES (Scale 4)

Vacancy due to promotion of present holder.

Main language French, with German and some Russian as subsidiaries.

There is a well-equipped language suite with two laboratories and audio visual courses.

Hayes Manor is a six-form entry mixed comprehensive developing from a three-form entry mixed grammar school.

Applications will be welcome from all suitably qualified candidates, but experience of teaching the full range of ability would be an advantage.

Further details of the post and application form available from the Headmaster (stamped addressed envelope, please).

London allowance payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

HILLINGDON
(London Borough of)
JOHN PENROSE SCHOOL.
Northwood Way, Harefield,
Uxbridge, Middlesex UB9 6ET
(Number on roll 550, 14 in Sixth Form)
Headmaster, V. D. Andrews, M.A.

Required for the beginning of the Summer Term, 1977, HEAD of MODERN LANGUAGES (Scale 3 post) to organise the work of the Department. The school is becoming a four-form entry comprehensive school and will take its first all-ability intake in September, 1977. An enthusiastic, imaginative teacher is sought who will establish suitable approaches and attitudes with children of all abilities in the first three years and teach subsequent examination work up to "A" level. Applicants must possess suitable qualifications in French and in a second language, either Spanish or German.

Application forms from and returnable to the Headmaster at the school.

London allowance payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
COUNTY COUNCIL.
EDUCATION DEPARTMENT
MEDWAY DIVISION

ROCHESTER—HUNDRED OF HOO SECONDARY SCHOOL.
Hoo
(Co-educational, 1,100 pupils)

Well qualified and experienced TEACHER required in April to develop the MODERN LANGUAGES DEPARTMENT of this school. The School will become an Upper Comprehensive in September, 1977, and an enthusiastic teacher is required to introduce "A" level French and a second language. Excellent facilities about to be built. This is a Scale 3 post.

Letters of application with the names of two referees should be forwarded to the Headmaster.

MAIDSTONE DIVISION

MAIDSTONE GIRLS' GRAMMAR SCHOOL.
Buckland Road, Maidstone
An Academic Upper School for girls from 13-18, 800 girls (270 in Sixth Form)

HEAD of MODERN LANGUAGES required for September. Applicants should offer French and German (Spanish also taught). Scale 3 or 4 post available according to qualifications and experience.

Applications naming two referees to the Headmistress.

KINGSTON UPON THAMES
(Royal Borough of)
COOMBE GIRLS' SCHOOL.
Clarence Avenue, New Malden
Surrey KT3 3TU
(1,030 girls)

GRADUATE required for HEAD of MODERN LANGUAGES at Easter or September, 1977. Courses at C.S.E., "O" and "A" level are well established in French and German, also Spanish to "O" level. The latter will develop to "A" level. A balanced approach incorporating modern methods is desirable. Please state second language. Scale 4 post for suitable applicant.

Application form and details from the Headmistress of the school, to be returned to her as soon as possible. Telephone: 01-942 [illegible]

LEICESTERSHIRE

ROWLEY FIELDS SCHOOL
Lyncote Road, Leicester
Comprehensive 11-16
Roll 650

HEAD OF MODERN LANGUAGES
Scale 4

Required April. A growing department in a new school with its own well equipped suite of rooms, to teach FRENCH initially with the possibility of introducing a second foreign language.

Further details from the Head.

Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post—
ARNOLD HILL COMPREHENSIVE SCHOOL
Gedling Road, Arnold,
Nottingham NG5 6NZ
Headmaster, E. M. Spelman, M.A., B.Sc.
Mixed: 1,680 (11-18)
(Sixth Form 140)

For May (appointment for September considered). HEAD of MODERN LANGUAGES (Scale 4). French main language taught throughout to all levels. German introduced in Year 3 and taught to "O" and "A" level. First class language facilities. Vigorous faculty.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

CITY OF SALFORD

EDUCATION DEPARTMENT

CLARENDON PARK HIGH SCHOOL
Churchill Way, Salford M6 5JH
(11 to 16 mixed comprehensive, 1,170 pupils)

Required from 1st May, 1977, or 1st September, 1977: HEAD of MODERN LANGUAGES. Scale 3. (Possibility of Scale 4 for a suitably qualified and experienced candidate.)

Previous applicants need not re-apply as their applications will be reconsidered.

Application forms are obtainable from and returnable to the Head Teacher. Please send stamped addressed envelope, or telephone 061 736 [illegible].

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Required for Easter, 1977
MARYHILL COMPREHENSIVE SCHOOL
Gloucester Road, Kidsgrove
Stoke-on-Trent
Head: Mr. W. Reddish, B.Sc.
(Group 10; Age range 11 to 18 years; 1,099 on roll)

Well qualified and experienced GRADUATE required as HEAD of MODERN LANGUAGES DEPARTMENT (Scale 3) in this 11 to 18 Comprehensive School. Ability to teach French to "A" level and German to "O" level essential. The school is equipped with a 32-booth Tandberg language laboratory.

Forms of application for this appointment and further particulars, where applicable, are obtainable from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before 4th February 1977.

STAFFORDSHIRE
EDUCATION COMMITTEE
KING EDWARD VI SCHOOL
Upper St. John Street, Lichfield
(Roll 1,270)

Required for September, 1977, an experienced TEACHER to become HEAD of MODERN LANGUAGES. Scale 4.

Application forms and further details may be obtained from the Headmaster to whom completed forms should be returned.

ST. HELENS
EDUCATION COMMITTEE

SECONDARY SCHOOL

COWLEY HIGH SCHOOL FOR BOYS

(11 to 18 years Comprehensive 720 boys, 160 in Sixth Form)
Hard Lane, St. Helens
WA10 [illegible]

HEAD OF MODERN LANGUAGES
(Scale 4)

[illegible] whole ability range up to Open Scholarship. Required 1st May, 1977.

Application forms are available from the Headmaster, to whom they should be returned immediately.

SECONDARY
Modern Languages
continued

Other Posts on Scale 2 and above

AVON COUNTY
PORTWAY SCHOOL,
[illegible], Bristol
[illegible] on Roll. 170 in Sixth
Required beginning summer term, 1977, experienced TEACHER of GERMAN/FRENCH to be in charge of German. Scale 2.
Apply Head Master immediately, by letter and curriculum vitae and names of two referees.

ESSEX

INGATESTONE ANGLO-EUROPEAN SCHOOL
(Roll 790)
Willow Green, Ingatestone
CM4 0DJ
Telephone Ingatestone 4018

Required Summer Term in this developing comprehensive school, GRADUATE MASTER/MISTRESS to teach FRENCH and GERMAN. Scale 2 post available for candidates with some experience. Willingness to participate in European Study Visits essential.

MAYFLOWER SCHOOL
(Roll 1,651—VI Form 180+)
Stock Road, Billericay
CM12 0RT
Telephone: Billericay 51712/3

Scale 2. Required as soon as possible, LANGUAGE TEACHER. German to "A" level, Lower School French. Allowance £150.

Traditional standards in work, manners and behaviour maintained. Applicants should be in agreement with this philosophy.

Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow, TW3 4DN
LAMPTON SCHOOL
Lampton Avenue, Hounslow, Middlesex TW3 4EP
Head: Miss M. Coulthard, M.A.
(Co-educational: 700 pupils: Sixth Form 108)
Required for April 26, 1977:
ASSISTANT TEACHER, LANGUAGES DEPARTMENT.

The person appointed to this well established and successful Department will be expected to teach German up to and including G.C.E. "A" level and French up to C.S.E. "O" level. Scale 2 will be available for a suitably qualified and experienced candidate.

Lampton School is a 5/6-Form entry Group 10 comprehensive school with boys and girls in the 11 to 18 age range. Total number on roll will eventually be 850 approximately.

London Allowance £297 payable.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or additional expenses.

Letters of application in the first instance to the Head of the School as soon as possible, and not later than Friday, February 4, giving details of qualifications, experience and any special interests, together with the names and addresses of two referees.

LEICESTERSHIRE

CASTLE ROCK HIGH SCHOOL
Warren Hills Road, Coalville
Leicestershire
In the Leicestershire Plan for the Organisation of Secondary Education. High (11-14).
(Roll 680 mixed)

FRENCH

Scale 1 or 2 according to experience and qualifications.
Required April. Qualified, experienced TEACHER of FRENCH to be second in French department. German an advantage.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

NOTTINGHAM
LONG EATON SCHOOL
Tamworth Road, Long Eaton, Nottingham
(10 Form Entry Co-educational Comprehensive School)
Required for April, 1977: HONOURS GRADUATE to share teaching of FRENCH mainly in the Upper School. Scale 2 or 3 post available for suitable candidate.
Apply for further particulars and application form to Headmaster at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post —
WEST BRIDGFORD COMPREHENSIVE SCHOOL
Loughborough Road, West Bridgford
Nottingham NG2 7FA
Headmaster, D. A. Marden, B.Sc.
Mixed: 1,300 (11-18)
For Easter TEACHER (Scale 2) of FRENCH to take subject throughout school, including "O" and "A" level courses. Good audio-visual facilities. Interest in out of school activities.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
BLESSED WILLIAM HOWARD R.C. HIGH SCHOOL
Rowley Avenue, Stafford
(Roll [illegible])
(Readvertisement)
Two TEACHERS required from Easter or earlier to teach (1) FRENCH, and (2) GERMAN/FRENCH in this 11 to 18 Comprehensive School.
A Scale 2 post is available for a suitable applicant.
Application forms and details available from the Head Teacher (stamped addressed envelope) and returnable to The Chairman of Governors, St. Anne's Presbytery, Lynton Avenue, Weeping Cross, Stafford.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
DOWNLANDS SCHOOL
Dale Avenue, Hassocks, BN6 8LP
(Mixed 11 to 16 Comprehensive: Group 9)
Required September TEACHER of FRENCH and GERMAN (Scale 2). New post with responsibility for starting German as a second language. Experience in established comprehensive school necessary, knowledge of curriculum development an advantage.
Form and details from the Headmaster on receipt of stamped addressed envelope.

YORK
QUEEN MARGARET'S SCHOOL
Escrick Park (Woodard Corporation) September. Well qualified GRADUATE with good teaching experience to teach FRENCH to Advanced level and to organise MODERN LANGUAGES. Burnham Scale and superannuation. Post could be combined with that of resident Housemistress (Sixth Form).
Communicant member of Church of England preferred.
Apply with testimonials or names of referees to the Headmistress.

WEST GLAMORGAN County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service.
All posts are Scale 1 unless otherwise specified.
An asterisk before the school name indicates a social priority school.

Headship

Pontarddulais Primary, James Street, Pontarddulais
This is a Group 6 School with a mixed pupil enrolment of 430 in the age range 3-11 years (Post Ref. OP24/1.1.77). (Readvertisement)

Secondary Schools

English

Ysgol Gyfun Ystalyfera (Mixed) (1,220 on roll). (Age range 11-18).
Ystalyfera, Swansea. (Post Ref. 4S14/2.1.77).

French

Dyffryn Comprehensive (Mixed). (1,200 on roll) (Age range 11-18
Margam, Port Talbot. Lower School. (Post Ref. 6S7/3.1.77).

History

Gowerton Comprehensive (Mixed). (1,750 on roll). (Age range 11-18).
Cecil Road, Gowerton, Swansea; also Geography. (Post Ref. 1S3/4.1.77).

***Cymer Afan Comprehensive (Mixed).** (790 on roll). (Age range 11-16).
Cymmer, Port Talbot, with French. (Post Ref. 6S4/5.1.77).

Application forms and further details of specific posts are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting the appropriate post reference.

CLOSING DATE. The closing date for the receipt of completed application forms is FRIDAY, 4th FEBRUARY, 1977.

John Beale, Director of Education, Education Department, Princess House, Princess Way, SWANSEA.

Scale 1 Posts

AVON COUNTY
HARTCLIFFE SCHOOL
Bishport Avenue, Bristol, BS13 0RL
(Mixed 11-18 Comprehensive)
Tel 0272 [illegible]
Required for Summer Term, 1977: TEACHER of FRENCH. An ability to teach German an advantage. Initially "O" level and some C.S.E. work. Mixed ability in Years 1 and 2. This could be a temporary or permanent appointment. Large department, language laboratory. Excellent reprographic resources. Teaching facilities. Vacancy occurs for family reasons.
Applications by letter to the Headmaster with full curriculum vitae and names and addresses of two referees immediately.

DERBYSHIRE
COUNTY COUNCIL
THE ECCLESBOURNE SCHOOL
Wirksworth Road, Duffield,
Derby DE6 4GS
(Co-educational Grammar Comprehensive; 850 pupils)
Required for Easter, 1977, GRADUATE TEACHER of FRENCH to teach throughout school up to and including "A" level. Purpose-built specialist rooms will be available in September, 1977. Scale 1 post.
Applications by letter containing curriculum vitae and the names and addresses of two referees should be sent to the Headmaster as soon as possible.

DORSET
THE PURBECK SCHOOL
Wareham
(13-18 Upper School: Group 12: 150 in Sixth Form with fully established courses to A level in French and German)
Required April: TEACHER of FRENCH to CSE, O and A levels. Possibility of Scale 2 for suitably qualified candidate. Ability to teach German an advantage.
Application forms, etc. (stamped addressed envelope) from Headmaster.

ESSEX

THE BOSWELLS SCHOOL
(Roll 1,300)
Burnham Road, Springfield
Chelmsford

Telephone: Chelmsford 64451

FRENCH

Required April to teach mainly first to fourth years. Well-established department in school with fine facilities offering wide range of courses up to G.C.E. "A" level.

GRAYS SCHOOL
(Roll 930)
Hathaway Road, Grays
RM17 5LL
Telephone: Grays Thurrock 71501

FRENCH

Required immediately to teach French to "O" level of G.C.E. in this mixed comprehensive school for pupils aged 11 to 16 years. This post is suitable for a first appointment. Additional Allowances of £402 are payable.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

HARINGEY
(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N.22
Eight-form entry Comprehensive Mixed School on two sites
Post-war buildings
Required immediately
Temporary TEACHER of FRENCH and EUROPEAN STUDIES, for two terms, for work throughout the age and ability range.
C.S.E., "O" and "A" level courses in Modern Languages. Ability to teach Spanish an asset but not essential.
Please apply by letter in the first instance, giving details of qualifications, training and experience, and the names and addresses of two referees who can speak of your professional proficiency.
Chief Education Officer, Education Offices, Somerset Road, N17 [illegible]

LANCASHIRE
CONVENT GRAMMAR SCHOOL
Direct Grant Grammar School
720 Girls
Required April, 1977. TEACHER of GERMAN up to and including Advanced level.
Also required—TEMPORARY TEACHER of SPANISH up to and including Advanced level for the Summer Term (April-July).
Apply to the Headmistress, Convent Grammar School, Manchester Road, Bury, BL9 9BH. Tel No.: 061-761 4[illegible]

LONDON, S.E.3
BLACKHEATH HIGH SCHOOL
(G.P.D.S.T.)
Wemyss Road, Blackheath SE3 0TF
Required for the Summer Term, ASSISTANT to teach GERMAN to Advanced Level and Middle School French. Temporary appointment possible for one term but suitably qualified applicants will be eligible for permanent appointment. Experience desirable but not essential.
Burnham Scale plus London allowance.
Please apply to the Head Mistress, enclosing names of referees, copies of testimonials and stamped addressed envelope.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Direct-Grant Grammar School
(560 girls in Upper School)
Required for September 1977 GRADUATE to teach FRENCH throughout the school up to Advanced Level standard.
Apply with full curriculum vitae and particulars of two referees to the Headmistress, Loughborough High School, Burton Walks, Loughborough.

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S SCHOOL
Oxford Road, Thame, Oxfordshire
Required from April, 1977, a TEACHER of GERMAN and FRENCH, with some European Studies. "A", "O" and C.S.E. work involved. This is a temporary post in the first instance until the end of Summer Term.
Applications with names of two referees to the Principal.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
BRAMPTON ELLIS C OF E (VOLUNTARY AIDED) COMPREHENSIVE SCHOOL
(11 to 16, mixed, Approximately 650 on roll)
Required as soon as possible — TEACHER for FRENCH—Scale 1. To CSE and GCE "O" level. Scale 2 may be available to a suitably qualified and experienced teacher. Ability to offer Boys' Games/Physical Education an advantage.
Applications to be returned as soon as possible.
Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Telephone 6141 extension 3[illegible]
R. W. Mills, Director of Personnel Resources.

SANDWELL
(Metropolitan Borough of)
MENZIES HIGH SCHOOL
(Clarkes Lane, West Bromwich, West Midlands)
Required for summer term, 1977 —
TEACHER of FRENCH with other subjects—Scale 1 post.
This is a temporary, full-time appointment in the first instance, with the possibility of a permanent post later in the year.
Menzies is a comprehensive school of some 1,100 pupils with a Sixth Form of 185 pupils that is fed by surrounding 11-16 schools. Courses are followed at all levels up to and including University Entrance Scholarships.
There is a modern languages department of six with its own suite of well-equipped rooms. Candidates should state what other subjects they can offer.
Further information may be obtained from the Head Teacher at the school, to whom letters of application (no forms) including the names and addresses of two referees, should be sent.

SANDWELL
(Metropolitan Borough of)
WILLINGSWORTH HIGH SCHOOL
(Bilston Road, Gospel Oak, Tipton, West Midlands)
Required for Summer Term or September, 1977
TEACHER for GERMAN—Scale 1 post
This is an 11-16, mixed comprehensive school with 1,000 pupils on roll. It opened in 1967 and had extensive new buildings added in 1970. Further extensions are being made this year.
Applications will also be considered from newly qualified teachers leaving University or College in the Summer.
Application forms and further details available from, and returnable to, the Head Teacher at the school.

SHROPSHIRE
EDUCATION COMMITTEE
Secondary Teaching Vacancy for April, 1977.
Scale 1.
CHARLTON SCHOOL
Severn Drive, Dothill, Wellington, Telford
A GRADUATE in MODERN LANGUAGES, offering GERMAN and FRENCH, required.
Application forms (send stamped addressed envelope) available from: The County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
Middle Lane, Knottingley WF11 0BT
Required as soon as possible at this 12 to 18 Comprehensive school with 1,200 on roll including a developing Sixth Form TEACHER (Scale 1) for GERMAN with some FRENCH. There is a possibility of examination work to CSE and G.C.E. "O" and "A" level.
Application forms and further details available from the Headmaster to be returned not later than January 31, 1977.
HORBURY SCHOOL
(An 11 to 16 Comprehensive School. 1,070 on roll September 1977)
Required in September 1977 a TEACHER of FRENCH to Ordinary Level GCE and to CSE level. The successful candidate should be prepared, if necessary, to teach some GERMAN. Scale 1.
Further details and application form obtainable from the Headmaster, Horbury School, Wakefield Road, Horbury, near Wakefield, West Yorkshire WF4 5HE, to whom completed application forms should be returned by January 31, 1977.

WEST SUSSEX
SOUTHERN AREA
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton
(Mixed 11 to 18 comprehensive newly opened 1975; roll 750 September, 1977, 1st three years only)
ASSISTANT TEACHER for FRENCH (Scale 1) required September for this purpose-built developing school.
Details and form from Headmaster on receipt of foolscap stamped addressed envelope.

Music

Heads of Department

GLOUCESTERSHIRE
ARCHWAY SCHOOL
Paganhill, Stroud, GL5 4AX
(1,000 mixed, 11-18 Comprehensive)
Required September, HEAD of MUSIC. Scale 3.
Application, with statement of qualifications and names of two referees, by letter to the Headmaster, from whom full details obtainable. (Stamped addressed envelope.)

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
See advertisement under INDEPENDENT SCHOOLS.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
BEDE SECONDARY (MIXED) SCHOOL
Carnation Road, Watling Street
Strood, Rochester
HEAD of MUSIC Department. Scale 3
This post will be vacant from September, 1977, and applications are invited from suitably qualified and experienced teachers.
This Group 11 school was built in 1967 and has a fully equipped, purpose-built music block and excellent facilities, including a full range of "Orff" and conventional instruments.
Candidates should have a keen interest in developing choirs, instrumental groups and C.S.E./"O" level work as well as the initiative to develop their own ideas.
Please apply to the Headmaster, giving full details and the names and addresses of two referees.
GILLINGHAM DIVISION
RAINHAM SECONDARY GIRLS' SCHOOL
(Roll 1,200)
DIRECTOR OF MUSIC
Scale 4
Applications are invited from well-qualified and experienced TEACHERS for the post of DIRECTOR OF MUSIC.
Music is an integral part of the life of this new Secondary School and the subject is taught to G.C.E. "O" and "A" levels.
The Gillingham Music Centre is based at Rainham Secondary Girls' School and the Head of Music Department works in close liaison with the Head of the Music Centre.
Full details and application form available on receipt of a stamped addressed envelope from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent. ME7 5LA. Closing date, 31st January, 1977.
CANTERBURY DIVISION
STURRY SECONDARY SCHOOL
(Mixed 700 pupils)
Qualified ASSISTANT TEACHER required for September, 1977, as HEAD OF MUSIC DEPARTMENT. Scale 3. Able to teach subject to C.S.E. and G.C.E. "O" level standard, and to play piano for assemblies. Willing to develop School Choir, and Instrumental work at individual and group levels. Vacancy due to retirement.
Applications with two referees, to the Headmaster, Sturry Secondary School, Westbere, Canterbury, Kent CT2 0HH.

Other Posts on Scale 2 and above

DEVON
HOLSWORTHY SCHOOL AND COMMUNITY COLLEGE
(Roll [illegible])
ASSISTANT TEACHER (Scale 2) required April for MUSIC in this rural comprehensive school. An energetic experienced teacher is required to develop music groups throughout the school.
Application forms (stamped addressed envelope foolscap please) from Headmaster, returnable by February 4.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HOWARD SCHOOL
Gillingham
A Grammar-Modern School of 1,000 boys aged 11 to 19.
Required ASSISTANT DIRECTOR of MUSIC (Scale 2). A special interest in Orchestra is essential. The School has a strong musical tradition, with three full-time teachers, numerous peripatetic staff and superb facilities. "O" and "A" level teaching is available for a suitable applicant.
Forms and details are available from the Headmaster.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE SCHOOL
Wakefield [illegible]
Required for the beginning of the Summer Term, 1977, or sooner if possible, a TEACHER of MUSIC (Scale 2). The school is a 13 to 18 Comprehensive School with 1,[illegible] students. Courses in Music, as in other subjects, lead to C.S.E. "O" level and "A" level examinations.
Further details and application forms may be obtained from the Headmaster at the school (tel. Wakefield 72011) and should be returned to him there by 31st January, 1977.

Scale 1 Posts

DEVON
TORBAY, NEWTON ABBOT AREA
Required 1st September, 1977, or earlier, full-time PERIPATETIC TEACHER INSTRUCTOR of STRINGED INSTRUMENTS (Violin and Viola) to serve schools in the Torbay and Newton Abbot areas. Burnham Scale 1. Students qualifying before September are also invited to apply.
Application forms and details from the Area Education Officer, Oldway, Paignton, returnable by 4th February, 1977.

ESSEX

FAIRFAX HIGH SCHOOL
(Roll 640 Boys)
Fairfax Drive, Westcliff-on-Sea
SS0 9RG
Tel 0702 49656

Required as soon as possible qualified TEACHER for MUSIC with a modern and enthusiastic approach to be responsible for Music throughout the school. Subject taught to C.S.E. and "O" level, good opportunity for newly qualified.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
See advertisement under Independent Schools.

HILLINGDON
(London Borough of)
BARNHILL SCHOOL
Yeading Lane, Hayes, Middlesex
(Number on roll, 1,060—81 in Sixth Form)
Headmaster, J. M. Jefford, B.Sc.
Required for beginning of summer term, 1977, TEACHER of MUSIC to share the work of the department throughout the school—the subject is taken at both "O" and "A" levels. It is hoped that the successful candidate will be willing to assist in the running of the choirs, orchestra and wind band which are well-established parts of the department's activities.
Application forms obtainable from and returnable to the Headmaster at the school.

LONDON, S.E.6
PRENDERGAST GRAMMAR SCHOOL
50 Rushey Green, Catford, S.E.6.
Voluntary aided school for about 530 pupils, 120 in Sixth Form.
Required April or September well qualified TEACHER to share the work of the MUSIC Department to "O" and "A" level. The school has a good reputation for Music and there are two orchestras and choirs. Allowance [illegible] available for a suitable applicant.
Apply by letter to Headmistress giving full information.

SANDWELL
(Metropolitan Borough of)
BRASS PERIPATETIC INSTRUMENTAL TEACHER
Required for Summer Term 1977 or as soon as possible thereafter. The successful applicant will join a team of six full-time and six part-time brass teachers.
Applications from brass specialists would be welcome, though not essential. Scale 2 post available for suitably qualified and experienced applicant.
Application forms available from and returnable to the Director of Education, Education Offices, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, B70 8RD.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
PERIPATETIC VIOLIN/VIOLA TEACHER
Applications are invited from experienced, qualified TEACHERS or professionally qualified and experienced players for the above post. This will become vacant at the end of the Summer Term, 1977, and requires a person capable of teaching either instrument to at least Grade 8 Associated Board. For a suitably qualified teacher the post would carry a Scale 2 salary.
Application forms obtainable from the Director of Education at the address shown below on receipt of a stamped addressed foolscap envelope, should be returned to him within 14 days of the appearance of this advertisement.
Removal expenses and temporary lodging allowance may be payable in appropriate circumstances.
[illegible], Chief Executive, Town Hall and Civic Centre, Sunderland. SR2 7DN

WEST SUSSEX
SOUTHERN AREA
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton
Mixed 11 to 18 Comprehensive, Newly opened 1975. Roll 750 September 1977 (1st 3 years only).
ASSISTANT TEACHER for MUSIC (Scale 1) required September for this purpose-built developing school.
Details and form from Headmaster on receipt of foolscap stamped addressed envelope.

WILTSHIRE
Required as soon as possible: MUSIC TEACHER [illegible] Scale 1 salary. Car [illegible] essential. Expenses on County scale.
Please apply by letter to the Director, Wiltshire Rural Music School, Music Centre, [illegible], Trowbridge, giving details of age, qualifications and previous experience. Closing date: February [illegible], 1977.

WIRRAL
(Metropolitan Borough of)
WIRRAL COUNTY GRAMMAR SCHOOL FOR GIRLS
Heath Road, Bebington, Wirral, Merseyside L63 3AF
970 on roll
For April or September: TEACHER of MUSIC. Scale 1 to teach throughout the school. The school has a distinguished record of choral achievement, but ability to assist also with the development of instrumental music would be a recommendation, as would keyboard proficiency. Please state second subject.
Application forms from and returnable to the Headmistress at the School.

Pastoral

Heads of Department

COVENTRY (City of)
CALDON CASTLE BOYS' COMPREHENSIVE SCHOOL
(1,500 on roll)
Required autumn term —
(1) HOUSE HEAD, Scale 4, to run a self-contained community of 300 boys drawn in equal numbers from years two to five. The post demands a capacity to welcome wide delegated responsibility towards pupils and staff.
(2) DEPUTY HOUSE HEAD, Scale 3.
Please state which post sought and state what subjects taught and to what level.
Closing date: 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees, to the Headmaster at the School, [illegible], Coventry [illegible]

COVENTRY (City of)
STOKE PARK MIXED COMPREHENSIVE SCHOOL
(1,700 on roll)
Formerly Girls Grammar, six-form entry in years 1 to 3 by September, 1977.
Required Autumn Term HEAD of YEAR (initially Second Year House). Scale 4 for suitable candidate.
Experienced TEACHER to be trained in pastoral care to take charge of the comprehensive intake in its second year in the school. Applicants should state teaching subjects.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details, age, qualifications, experience and names and addresses of two educational referees to the Headmistress at the school, Dane Road, Coventry CV2 4JW.

CROYDON
CROYDON HIGH SCHOOL
G.P.D.S.T.
Old Farleigh Road, Selsdon, South Croydon
Wanted for September next, a HEAD of LOWER SCHOOL approximately 200 pupils, age range 5-11 years. A Head of Department Burnham Scale 3 allowance is payable. A well-qualified and experienced candidate is looked for.
Written applications to the Head Mistress as soon as possible, enclosing copies of two testimonials, names of two referees and curriculum vitae.

DEVON
BIDEFORD SCHOOL AND COMMUNITY COLLEGE
(Roll 1,780)
ASSISTANT TEACHER, HEAD of First Year. Required September. Experienced TEACHER required to take charge of first year pupils who form the first year of this large 11 to 18 mixed comprehensive school. Responsibility also for purpose-built First Year Block, liaison with primary schools and all induction matters.
Application forms (stamped addressed envelope, foolscap please) from Headmaster, returnable by February 4.

DORSET
CORFE HILLS UPPER SCHOOL
Corfe Mullen, Wimborne
(Group 10) Co-educational
Required September 1977: HEAD of YEAR (Scale 4). Initially the person appointed will assist the present Head of Second Year while preparing to assume the responsibility for his/her own Year in the September, 1978. As part of the school policy the post includes an element of academic responsibility and candidates are asked to indicate in which area of the curriculum they would offer.
This comprehensive school opened in September 1976 with 125 13 plus pupils and will expand to 420 pupils this September in the new purpose-built premises. The age range will then be 12 plus to 14.
Assistance with removal and legal expenses.
Application forms and further details from the Headmaster, on receipt of stamped addressed envelope. Corfe Hills School, King Street, Wimborne BH21 1ED.

GLOUCESTERSHIRE
BERKELEY VALE SCHOOL
Wanswell, Berkeley GL13 9RS
Required from April 1977 HEAD OF DEPARTMENT HEAD OF YEAR, Scale 4, for this four-form entry rural comprehensive school.
Application forms, together with further particulars, obtainable from the Headmaster. Enclose stamped addressed envelope.

HAMPSHIRE
THE RICHARD ALDWORTH SCHOOL
Western Way, Basingstoke
Comprehensive, mixed, 11-16
(Number of roll 1,650)
Required for September 1977, Scale 4, HEAD OF HOUSE.
Stamped addressed envelope to Head for details.

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ilea INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or seeking their first appointment, having already completed a course of training, in the following subjects:-

COMMERCE (Full and Part Time)
DESIGN AND TECHNOLOGY
FRENCH (Full and Part Time)
HOME ECONOMICS (Part Time only)
NEEDLEWORK (Part Time only)

Appointments will be to a Scale 1 post in the Authority's General Teaching Service. Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6426).

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:
(a) Duties to commence April, 1977.
(b) Application forms and details (stamped addressed envelope foolscap) from the Heads at the schools.
(c) Closing date 7th February, 1977.
Please quote reference 21/1 on correspondence.

Further Education

Bridgwater College
A Tertiary College maintained by Somerset County Council. Required as soon as possible, LECTURER II to be responsible for establishment of new NNEB course (to commence September, 1977). Further particulars and application forms (returnable by 4 February) from the Principal, Bridgwater College, Broadway, Bridgwater, Somerset, TA6 5HW. Telephone 55464.

Secondary

Wadham Comprehensive, Crewkerne
(13-18 mixed. 700, 65 in sixth form)
COMMUNITY TUTOR (YOUTH) BURNHAM, Scale 3.
Applications are invited for qualified teachers with the ability and experience to deal with youth work in a school setting. The post has become vacant due to the promotion of the previous tutor who has developed useful links between the school and community. The successful applicant will be expected to continue these developments by building on the firm foundation which has already been established.

Ansford Secondary, Castle Cary
(11-16 mixed, 510 due to become 11-16 comprehensive not earlier than 1978)
TEACHER, SCALE 1, FOR METALWORK
'O' level and C.S.E. courses, previous applications will be reconsidered. Applications by letter, with full details and names of two referees, as soon as possible, to the Head at the school.

The Kings of Wessex Upper, Cheddar
(13-18 Mixed Comprehensive 800 on roll, 125 in the Sixth—opened upon re-organisation on September 1st, 1976)
Required for April or September, 1977.
A Community Tutor—Burnham Scale 3 or J.N.C. Range 4 points 1-5. (The appropriate scale to be dependent on the background and experience of the successful applicant.)
This new and demanding post has been created to give further impetus to the development of Community Education in the Cheddar-Blackford Area with particular reference to the School as centre.
Applications are invited from qualified teachers or youth leaders with the ability and experience to deal with Youth and Adult Education work in a school setting.

Chilton Trinity Comprehensive, Bridgwater
(11-16 mixed, 1,020)
Required for September, 1977. Head of Modern Languages—Scale 3.
Please apply by letter giving full details including qualifications and experience and names and addresses of two referees.

Huish Episcopi Comprehensive, Langport
(11-16 mixed, 1,000)
Experienced teacher for post of Head of Home Economics Department (Scale 2).
Newly equipped subject suite; courses to 'O' and C.S.E. levels. Mode 3 C.S.E. courses in Home Economics and Child Care.
Applicants should write direct to Headmaster at the school, giving full details of qualifications, experience and quoting two referees.
Re-advertisement: all previous applicants will be considered.

Special

County Staff Teacher for Special Schools
Applications are invited from suitably qualified and experienced teachers of ESN and SSN children for this important post. Scale 2 (S). The successful applicant will be based at a special school in either southern or central Somerset. Application forms and details (stamped addressed envelope) from Chief Education Officer, Staffing (T) Section, Education Dept., County Hall, Taunton.

Primary Deputy Headship

Ilchester County Infants, Ilchester (165)
For April, 1977, DEPUTY HEAD, Group 4.

SECONDARY
Pastoral
continued

HERTFORDSHIRE
QUEENS SCHOOL
Bushey
Roll: 1,343 with large Sixth Form
Required April, HEAD of HOUSE (Scale 4). London fringe allowance.
Applications by letter to the Headmaster with names and addresses of two referees.

Other Posts on Scale 2 and above

ESSEX

BROMFORDS SCHOOL
(Group 11)
Grange Avenue, Wickford
Tel.: Wickford 63121

SECOND MASTER/MISTRESS

Required for September, 1977, for this developing mixed comprehensive school (11-16). The post offers considerable scope for personal initiative and development as part of the senior management team working closely with the Head and Deputy Head. The primary responsibility will be for all aspects of pastoral care (discipline and welfare of all pupils) in a school organized on a horizontal basis with year tutors and heads of school. Candidates should indicate the curricular contribution they could make.

THE BOSWELLS SCHOOL
(Roll 1,300)
Burnham Road, Springfield
Chelmsford
Tel.: Chelmsford 64451

HEAD OF FIFTH YEAR

Scale 4. Experienced TEACHERS are invited to apply for this key post offering opportunity to exercise authority at a high level in this expanding eight-form entry comprehensive school, duties to commence in April, 1977. Broad scope for initiative in running the pastoral affairs of a whole year group. Excellent accommodation and facilities in a fine teaching environment. Closing date for applications, 31st January, 1977.

HEDINGHAM SCHOOL
(Roll 966)
Yeldham Road, Sible Hedingham
Halstead, CO9 3QH
Tel.: Hedingham 60470

DIRECTOR OF ACTIVITIES

Scale 3, male or female TEACHER required for demanding task of coordinating extra-curricular activities in developing rural comprehensive, with transport problems for pupils. Teaching subject unspecified, but a significant contribution to the normal timetable is expected (stamped addressed envelope if acknowledgement required).

NETTESWELL
COMPREHENSIVE SCHOOL
(Roll 1,200)
The Hides, Harlow
Tel.: Harlow 39272

YEAR TUTOR

Scale 3. Required at Easter leader of Year/Tutorial Team, responsible for the welfare and management of the Fourth Year and their progress throughout the school. London Fringe Allowance £141 payable.
Application forms and further particulars may be obtained from the Head of the school concerned, to whom completed application forms should be returned.

DORSET
CORFE HILLS UPPER SCHOOL
Corfe Mullen, Wimborne
(Group 10) Co-educational
Required September 1977: DEPUTY HEAD of YEAR (Scale 2) to assist the present Head of the Third Year. The post could be combined with an academic responsibility and candidates who wish to apply for this more senior post (Scale 3) are asked to indicate for which subject they could take such responsibility.
This comprehensive school opened in September 1976 with 125 13 plus pupils and will expand to 420 pupils this September in the new purpose-built premises. The age range will then be 12 plus to 14.
Assistance with removal and legal expenses.
Application forms and further details from the Headmaster, on receipt of stamped addressed envelope. Corfe Hills School, King Street, Wimborne BH21 1ED.

Physical Education

Heads of Department

SANDWELL
(Metropolitan Borough of)
ALEXANDRA HIGH SCHOOL
Alexandra Road, Ripon
West Midlands
This is a 1,500 strong, comprehensive school (11-18) serving a highly industrialised area of the West Midlands. The school is on a split-site nearly two miles apart.
Required for September, 1977,
HEAD of BOYS' PHYSICAL EDUCATION—Scale 3 Post
The department has a complement of three full-time staff. Facilities available include a swimming pool, two gymnasia, a field and hard playing areas: these are shared with the Girls' department.
Application forms and further details available from, and returnable to, the Head Teacher at the school. Closing date 4th February, 1977.

Other Posts on Scale 2 and above

DEVON
TIVERTON GRAMMAR SCHOOL
(Roll 1,485)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for GIRLS' PHYSICAL EDUCATION. Major games played are Hockey, Netball, Tennis and Rounders. Good qualifications in swimming desirable. Outdoor pursuits are popular. Sports hall, pool and extensive fields on site. School reorganised as a Comprehensive School from September 1977. Scale 2 post.
The successful applicant will be expected to take up the appointment in September 1977.
Application forms (stamped addressed envelope, please) from Headmaster, Tiverton Grammar School, Tiverton, Devon, returnable by 4th February 1977.

GLOUCESTERSHIRE
LONGLEVENS SECONDARY SCHOOL
Paygrove Lane, Longlevens,
Gloucester
Required from 20th April, 1977, a TEACHER to take charge of GIRLS' PHYSICAL EDUCATION throughout the school. Scale 2.
Applications by letter to the Headmaster, together with the names and addresses of two referees. Enclose stamped addressed envelope.

HAMPSHIRE
OAK FARM SCHOOL
Chaucer Road, Farnborough
Comprehensive Mixed, 11 to 16
(Number on roll 700)
Required, HEAD of GIRLS' PHYSICAL EDUCATION—Scale 2.
Details obtainable from Head.

LINCOLNSHIRE
WILLIAM ROBERTSON SCHOOL
Welbourn
(Roll 460)
Required from Summer term 1977: TEACHER for GIRLS' PHYSICAL EDUCATION and HEAD of Lower School (years 1 and 2). Burnham Scale 3 for candidate suitably qualified and experienced to fill both roles. This is an important post in this developing school which began its transition to an 11 to 18 years Comprehensive School in September 1976.
Application forms and further particulars obtainable from the Headmaster, William Robertson School, Welbourn, Lincoln (stamped addressed foolscap envelope). Closing date: 11th February.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
PLAYER COMPREHENSIVE SCHOOL
Denewood Crescent, Bilborough
Nottingham NG8 3DH
Headmaster, D. T. Dowell, MA
Mixed, 1,100 (11 to 16)
For Easter
TEACHER (Scale 2) to join strong Physical Education Department to teach GIRLS' PHYSICAL EDUCATION, SPA payable.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for Easter, 1977—
HEATH PARK SCHOOL
(11-18 years, co-educational.
Number on Roll 1,500)
PHYSICAL EDUCATION (GIRLS). Scale 2, second in department. Well qualified TEACHER required, with all-round expertise (preferably offering Hockey). Excellent facilities and good opportunities.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DB. Applications to be returned within 10 days of this advertisement.

Scale 1 Posts

BARKING
(London Borough of)
BISHOP WARD R.C. COMPREHENSIVE SCHOOL
Wood Lane, Dagenham
Required for April, 1977:
PHYSICAL EDUCATION—ASSISTANT TEACHER to join a large Physical Education Department in this boys' school of 750 pupils. A particular interest in the teaching of rugby and gymnastics an advantage. Scale 1.
London addition £402 per annum. Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) available from the Headteacher, returnable by 3rd February, 1977.

BRADFORD (City of)
METROPOLITAN COUNCIL
FAIRFAX SCHOOL
Required as soon as possible, TEACHER to share in the work of the GIRLS' PHYSICAL EDUCATION DEPARTMENT. Fairfax is a 13 to 18 mixed comprehensive school (SPA).
Application forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, Fourth Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP, and should be returned to the Principal, Fairfax School, Flockton Road, Bradford 4, by January 28, 1977.
Reference LT 71376/TES.

DORSET
ST. MARY'S C.E. SECONDARY SCHOOL
Puddletown
(Co-educational: roll 400)
Required April, TEACHER to take charge of GIRLS' PHYSICAL EDUCATION at this rural school four miles east of Dorchester. Keen interest in outside activities essential.
Application form and further information from Headmaster.

ESSEX

FAIRFAX HIGH SCHOOL
(Roll 640 boys)
Fairfax Drive, Westcliff-on-Sea
SS0 9RG
Telephone: 0702 49656

Required for Summer Term, a well qualified enthusiast to teach Physical Education throughout the school.

SAFFRON WALDEN COUNTY HIGH SCHOOL
(Roll 1,325)
11 to 18 Comprehensive
Audley End Road
Saffron Walden
Telephone:
Saffron Walden 27585

GIRLS' PHYSICAL EDUCATION

Required for April, 1977, an enthusiastic TEACHER to join a strong, successful Department. Applications from experienced or newly qualified candidates equally welcomed.

Application forms and further particulars may be obtained from the Head of the school concerned, to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent.
(Roll 1,200 mixed)
This is a high school, age range 11 to 16, with a comprehensive intake into its Lower School, and Main School courses leading to G.C.E. and C.S.E. examinations.
Required as soon as possible, TEACHER for GIRLS' PHYSICAL EDUCATION, Scale 1 post. The school has gymnasia, playing fields, sports hall, and other excellent modern facilities, and engages in a wide range of activities, including dance and outdoor pursuits.
Applications are invited from new entrants to the profession as well as from experienced teachers.
Apply at once (no forms) giving full particulars and the names and addresses of professional referees to the Headmaster.

City of Manchester Education Committee

Unless otherwise stated all posts are available from April, 1977, and application forms, together with further particulars are available from the Head of School to whom they should be returned.

SCALE 3

POUNDSWICK HIGH SCHOOL
Simonsway, Manchester, M22 7RH
Co-educational Comprehensive 11-18
1,283 on roll, 125 in Sixth form
Head of Art Department.

SCALE 2

BISHOP GREER HIGH SCHOOL
Taylor Street, Gorton, Manchester, M18 8DF
TEACHER to take charge of GIRLS' P.E. in this small, mixed, Comprehensive School. Social Priority allowance payable.
Application forms should be returned by 4th February, 1977.

SCALE 1

NORTH MANCHESTER HIGH SCHOOL FOR GIRLS
Brookside Road, Moston, M10 9QJ
Required from Easter, 1977, or earlier if possible: TEACHER of MATHEMATICS.

PARRS WOOD HIGH SCHOOL
Wilmslow Road, East Didsbury, Manchester 20
Headmaster: Mr. E. P. Ibell
ECONOMICS AND BUSINESS STUDIES DEPARTMENT
Due to promotion a vacancy will occur for a teacher of Economics and Commerce. The successful applicant will join a large department and will be required to teach A level Economics as well as C.S.E. and O level Economics and Commerce. In the first instance this will be a temporary appointment for one term, but a permanent appointment will be considered.
Application forms should be returned as soon as possible.

SPURLEY HEY HIGH SCHOOL
Mount Road, Gorton, Manchester, M18 7GR.
Temporary full-time or part-time TEACHER of WOODWORK.
Apply in the first instance by letter to the Headmaster at the school as soon as possible.

CYNGOR SIR GWYNEDD COUNTY COUNCIL

YSGOL BRYNREFAIL, LLANRUG
(Cyfun 11-18; 640 o ddisgyblion)
Yn eisiau erbyn Ebrill 1977—

PENNAETH ADRAN GWAITH COED

(Graddfa 2)
Disgwylir i'r ymgeisydd llwyddiannus ddysgu'r pwnc trwy gyfrwng y Gymraeg.
Ffurflenni cais am y swydd uchod i'w cael oddiwrth y Cyfarwyddwr Addysg, Swyddfa Addysg, Caernarfon.
Dyddiad cau—Chwefror 7fed, 1977.

YSGOL ARDUDWY, HARLECH
(Cyfun 11-18; 690 o ddisgyblion)
Yn eisiau erbyn Mai/Medi 1977—

PENNAETH ADRAN GYMRAEG

(Graddfa 3)
Dylai ymgeiswyr fod yn athrawon profiadol gyda chymwysterau da.
Ffurflenni cais, i'w cael oddi wrth y Swyddog Addysg Rhanbarthol, Penarlag, Dolgellau. Dyddiad cau—Chwefror 7fed, 1977.

YSGOL DAVID HUGHES, PORTHAETHWY
(Cyfun 11-18; 1,339 o ddisgyblion)
Yn eisiau erbyn Medi 1977—

PENNAETH YR ADRAN GERDD

(Graddfa 3)
Athrow/Athrawes gyda gradd addas a chymwysterau priodol i ddysgu Cerddoriaeth hyd at safon Arholiadau lefel 'O' ac 'A'. Bydd y gallu i ddysgu'r pwnc trwy gyfrwng y Gymraeg i rai dosbarthiadau ac i arolygu gwaith offerynnol yn handfodol. Disgwylir i'r ymgeisydd llwyddiannus drefnu gwaith yr adran gan roi sylw arbennig i ddosbarthiadau'r Ysgol Ganol a'r Ysgol Uwch.

PENNAETH YR ADRAN GYMRAEG

(Graddfa 4)
Athro/Athrawes gyda gradd addas a phrofiad priodol ar gyfer y swydd gyfrifol hon. Disgwylir i'r ymgeisydd llwyddiannus gymeryd diddordeb ymarferol yng ngweithgareddau Urdd Gobaith Cymru a gweithgareddau diwylliadol eraill megis Cymdeithasau Dadlau'r Ysgol.
Ffurflenni cais am y swyddi uchod i'w cael oddiwrth y Swyddog Addysg Rhanbarthol, Neuadd y Sir, Llangefni. Dyddiad cau—Chwefror 7fed 1977.

YSGOL DAVID HUGHES, MENAI BRIDGE
(Comprehensive 11-18; 1,339 pupils)
Required for April, 1977—

CRAFTS DEPARTMENT

(Scale I)
A teacher of Crafts with particular emphasis on Metalwork and Woodwork up to C.S.E. and 'O' level examination standard. An interest in integrated craft projects and design-based concepts will be an advantage. A knowledge of Welsh is desirable for this post.
Application forms available from the Area Education Officer, Shire Hall, Llangefni, Gwynedd. Closing date—February 7th, 1977.
TECWYN ELLIS, Cyfarwyddwr Addysg/Director of Education.

SECONDARY
Physical Education
continued

LINCOLNSHIRE
TATTERSHALL GARTREE SECONDARY SCHOOL
Butts Lane, Tattershall, Lincoln
(Group 8. Roll 500 plus)
Required for April, 1977, TEACHER to take charge of GIRLS' PHYSICAL EDUCATION. Scale 2 post for a suitably qualified and experienced candidate, but applications will be considered from teachers with less experience including probationers (Scale 1).
The school has an excellent all-round sporting tradition and is well equipped. It draws from a pleasant, rural catchment area.
Application forms from the Headmaster to be returned to him upon completion. Closing date: 4th February, 1977.

LIVERPOOL
ST. HILDA'S C.E. GIRLS HIGH SCHOOL
Croxteth Drive, Liverpool L17 3AL
require for Summer 1977 ASSISTANT for GIRLS P.E. Scale 1.
Forms and details obtainable from (stamped addressed envelope) and returnable to the Headteacher. Quote reference P+M 16(b).

LONDON, W.14
CARDINAL VAUGHAN SCHOOL W 14
Required as soon as possible, a Scale 1 TEACHER (practising Roman Catholic preferred) for BOYS' PHYSICAL EDUCATION and GAMES, especially Soccer, at this three-form entry Grammar School which will receive its first non-selective intake in September, 1977.
Please write to the Headmaster (89 Addison Road, London W14) giving the names and addresses of two referees and indicating other subjects offered.

REDBRIDGE
(London Borough of)
HAINAULT HIGH SCHOOL
Harbourer Road, Hainault, Ilford IG6 3TN. Tel. 01-500 4266
Head: Mr. J. I. Westbury, M.Ed., Dip.Th.
Required as soon as possible: a suitably qualified TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 1) in this newly reorganised 11 to 18 mixed comprehensive school. The successful applicant will also be expected to teach some English.
Part-time teachers would also be considered.
Application forms available from and returnable to the Headmaster.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ORMONDE HIGH SCHOOL
Ormonde Drive, Maghull, Liverpool L31 7AW
Required for 26th April, 1977
(1,080 Mixed, 80 Sixth Form) SPECIALIST, Scale 1, PHYSICAL EDUCATION TEACHER for GIRLS.
Apply in writing to Headmaster include age, qualifications, experience, telephone number, name two referees, enclosing stamped addressed envelope. Further details will be sent in reply.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
EASTMOOR HIGH SCHOOL
Wakefield
Required from start of Summer Term, 1977, a TEACHER (Scale 1) for GIRLS' PHYSICAL EDUCATION. Eastmoor High School is a 13 to 18 plus unstreamed comprehensive with a strong tradition and interest in all aspects of Physical Education.
Application forms are obtainable from the Headmaster, Eastmoor High School, Waterfield View, Wakefield. Telephone Wakefield 76519 or 61895.

Lancashire
County Council

CLOSING DATE 31ST JANUARY 1977

Primary and Special Schools
For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, unless otherwise stated.

Secondary Schools
Forms/further details from and returnable to the Headteacher at the School. S.A.E. please.

PRIMARY SCHOOLS

HEADSHIP
BURSCOUGH COLBURN COUNTY SCHOOL
1st September, 1977.
JUNIORS and INFANTS. Group 4.

SPECIAL EDUCATION

DEPUTY HEAD
WALTON-LE-DALE, MOOR HEY (E.S.N.) ROLL 116
1st September, 1977.
Group 6S.

MASTERS/MISTRESSES
OSWALDTWISTLE BROADFIELD E.S.N.(M) (140)
1st May, 1977.
CLASSTEACHER 11-12 year olds.
Scale 1 plus Special Schools Allowance.
Infant/Junior experience desirable. Interest in P.E./Needlework.
THELWALL MASSEY HALL RESIDENTIAL SCHOOL (50 senior slow learning girls)
Experienced TEACHER—residential and sleeping-in duties essential. Allowances—residential duties (average 15 hours weekly) £920.00. Sleeping-in £2.10 per rostered duty. School in rural area, three miles east of Warrington.
Scale 1 and Special Schools Allowance.
Interesting applicants may visit—telephone Lymm 2016.

SECONDARY SCHOOLS

HEADSHIP
BURNLEY HIGH SCHOOL FOR GIRLS (533 pupils, 13-18 years). Kiddrow Lane.
1st May, 1977.
HEAD TEACHER (Re-advertisement—previous applications still being considered).
Group 10.
Application forms from, and to be returned to, District Education Officer, Education Offices, 14 Nicholas Street, Burnley BB11 2AW.

DEPUTY HEADSHIPS
MORECAMBE HIGH SCHOOL, Dallam Avenue, Morecambe, 11-18 mixed Comprehensive, 1,250 on roll, 200 in 6th form.
1st May, 1977.
SECOND MASTER/MISTRESS, Group 12.

ALL HALLOWS R.C. HIGH SCHOOL (318), Crabtree Avenue, Penwortham, Preston PR1 0LM
September, 1977.
SECOND MASTER/MISTRESS, Group 8.

BLACKBURN, WITTON PARK HIGH SCHOOL, Buncer Lane BB2 6TD (1,150 mixed, 11-18 comprehensive)
May, 1977.
SECOND MASTER/MISTRESS—Administration and Developing Resources Policy.
Group 11.

HEADS OF DEPARTMENT
ALL HALLOWS R.C. HIGH SCHOOL (318), Crabtree Avenue, Penwortham, Preston PR1 0LM
September, 1977.
HEAD OF UPPER SCHOOL. Scale 4.

CHORLEY, S. MICHAEL'S C.E. HIGH SCHOOL (Aided, 830, Mixed) Astley Road, Chorley PR7 1RS.
1st May/1st September.
SCIENCE and MATHEMATICS. Scale 4.

BURNLEY WALSHAW HIGH SCHOOL (880 Girls, 11-16 years) Eastern Avenue, Burnley.
Easter, 1977.
September 1977.
ENGLISH (Readvertisement—previous applications still being considered).
Scale 3.

SCALE 2 POSTS
BROUGHTON HIGH SCHOOL (Group 7)
Woodplumpton Lane, Broughton, Preston PR3 5JJ
w.e.f. 1st September, 1977.
(1) In charge of MUSIC.
(2) In charge of RELIGIOUS EDUCATION.
(3) In charge of GERMAN.

WELLFIELD HIGH SCHOOL (814 mixed) Yewlands Drive, Leyland, Preston PR5 1TP
20th April, 1977.
HEAVY CRAFTS (Woodwork).

PENWORTHAM COUNTY SECONDARY, Roll 1,050, Crow Hills Road, Penwortham, Preston, PR1 0JE.
20th April, 1977.
ECONOMIC/SOCIAL HISTORY.

SCALE 1 POST
CHORLEY, S. MICHEL'S C.E. HIGH SCHOOL (Aided, 830, Mixed), Astley Road, Chorley, PR7 1S.
1st September, 1977.
ENGLISH.

WEST SUSSEX
SOUTHERN AREA
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton
(Mixed 11 to 18 Comprehensive: newly opened 1975)
(Roll: 720 September, 1977, 1st 3 years only)
Required September ASSISTANT TEACHER for PHYSICAL EDUCATION (boys), Scale 1, for this purpose built developing school.
Details and form from Headmaster on receipt of foolscap stamped addressed envelope.

Religious Education

Heads of Department

BATH AND WELLS
(Diocese of)
APPOINTMENT of DIRECTOR of RELIGIOUS EDUCATION
Applications are invited from clergy for this full-time post which becomes vacant on 1st October, 1977. Candidates, preferably within the age range of 35-49, must be graduates of a British university and have significant experience in the teaching of Religious Education.
Further particulars and application form obtainable from the Diocesan Secretary, The Old Deanery, Wells, Somerset, on receipt of a stamped addressed foolscap envelope.
Closing date for completed applications, 21st February, 1977.

CAMBRIDGESHIRE
THE KING'S SCHOOL
(THE CATHEDRAL SCHOOL)
Peterborough
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of RELIGIOUS EDUCATION (Scale 3). The appointment would start at the beginning of the summer term 1977.
The School is a Church of England Voluntary Aided Mixed Comprehensive School (640 on roll) with a sixth form of 120. It is presently in a transitional stage having ceased to be a Grammar School in September 1976. Priority in its admissions goes to children from C. of E. families. It is also the Cathedral choir school and has a boarding section. R.E. plays a considerable part in the curriculum. All pupils presently do "O" level and it is soundly established at "A" level.
Candidates should be confirmed and practising members of the Church of England. The local authority is prepared to assist with housing.
Applications should be made by letter, including the names of two referees, as soon as possible, to the Headmaster, M. J. Barcroft, M.A., The King's School, Park Road, Peterborough, from whom further information may be obtained.

COVENTRY (City of)
CARDINAL WISEMAN R.C. BOYS' COMPREHENSIVE SCHOOL
(Social priority school: 1,075 on roll)
Required autumn term:—
HEAD of RELIGIOUS EDUCATION, Scale 4.
Practising Catholic essential for this key position in the school.
Closing date: 10 days after appearance of advertisement.
Apply by letter, giving full details (age, qualifications, experience) and names of two educational referees, to the Headmaster at the school, Potters Green Road, Coventry CV2 2AJ.

Other Posts on Scale 2 and above

ESSEX
ONGAR COMPREHENSIVE SCHOOL
Fyfield Road, Ongar, CM5 0AW
Telephone: Ongar 3232
(11 to 18 mixed. Well established House System)
Required Easter 1977. Subject incorporated (with History and Geography) in integrated scheme in years 1 to 3. Examination classes taught separately years 4 to 6. Scale 3 post for suitable applicant.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
THE WINTON SCHOOL
London Road, Andover
Comprehensive Mixed, 11 to 16 (Number on roll 1,500)
Required 26th April, 1977. Scale 2 RELIGIOUS EDUCATION.
Stamped addressed envelope to Head for details.

SHROPSHIRE
EDUCATION COMMITTEE
IDSALL (11 TO 18) COMPREHENSIVE SCHOOL
Coppice Green Lane, Shifnal, Salop
Required April, TEACHER in charge of RELIGIOUS EDUCATION to "A" level. Scale 2 for suitable applicant.
Further details from Head (stamped addressed envelope).

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HORBURY SCHOOL
(an 11-16 comprehensive school)
(1,070 on roll September, 1977)
Required in September, 1977:—
A TEACHER to be responsible for the teaching of RELIGIOUS EDUCATION to GCE Ordinary level and CSE level. Scale 2 for suitable applicant.
Further details and application form obtainable from the Headmaster, Horbury School, Wakefield Road, Horbury, near Wakefield, West Yorkshire WF4 5HE to whom completed forms should be returned by January 31, 1977.

Scale 1 Posts

BRENT
(London Borough of)
CARDINAL HINSLEY CATHOLIC HIGH (BOYS) SCHOOL
Harlesden Road, NW10 3RN
(Roll 814)
Required from Summer Term, or earlier if possible, CATHOLIC TEACHER of RELIGION and ENGLISH/DRAMA. Excellent opportunity in the school to involve pupils in school and in the community in Religious Principles. Scale 1.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and referees.

CROYDON
(London Borough of)
WESTWOOD GIRLS' HIGH SCHOOL
Spurgeon Road, Upper Norwood, S.E.19
(Tel.: 01-653 1661)
Tenable: Easter, 1977, or as soon as possible.
SPECIALIST to teach RELIGIOUS EDUCATION with some HISTORY. This is an 11 to 14 school which is situated in a pleasant part of Upper Norwood. An interest in extra curricular activities would be an advantage.
Salary: Burnham Scale 1 with London area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above addr as by January 31, 1977.

HERTFORDSHIRE
RICKMANSWORTH SCHOOL
Scots Hill, Croxley Green, Rickmansworth
(Roll 1,063 mixed: 211 in Sixth Form)
Required as soon as possible: TEACHER for RELIGIOUS EDUCATION for two terms in the first instance. Permanent post may be available for suitably qualified applicant. "A" and "O" level teaching (100 "O" level candidates per annum).
London Allowance (£150).
Apply by letter to Headmaster (no forms), giving age, qualifications, experience, testimonials, and telephone numbers.

Science

Heads of Department

COVENTRY (City of)
CALUDON CASTLE BOYS' COMPREHENSIVE SCHOOL
(1,560 on roll)
Required Autumn Term:
HEAD of CHEMISTRY, Scale 3.
The Department has a good academic reputation and enjoys substantial facilities.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Axholm Road, Coventry CV2 5DD.

DORSET
ST THOMAS MORE R.C. SECONDARY BILATERAL MIXED SCHOOL
Holdenhurst Avenue, Bournemouth (611 on roll)
Required Summer term 1977: HEAD of SCIENCE DEPARTMENT (Scale 3). This is a modern school with excellent facilities and well developed G.C.E. and C.S.E. courses in Chemistry, Physics and Biology.
Assistance with removal and legal expenses.
This is a re-advertisement and previous applicants are still under consideration.
Application form from the Headmaster on receipt of a stamped addressed envelope.

ESSEX
ALDERMAN BLAXHILL SCHOOL
(Roll 750)
Walnut Tree Way, Colchester
(Tel.: Colchester 79693)

SCALE 4

An experienced GRADUATE is required for September, 1977, to be HEAD of the SCIENCE department and to teach PHYSICS to examination level. The school received its first comprehensive intake in September, 1976, and this post is an important one in its further development.

HELENA ROMANES SCHOOL
(Roll 1,360)
Parsonage Downs, Dunmow CM6 2AU
(Tel.: Great Dunmow 2660/3361/3362)

SCALE 4

Required September, well-qualified CHEMISTRY SPECIALIST with good experience, to lead a strong, successful department. Established examination courses in biology, chemistry, physics to University Entrance. Seven well-equipped laboratories, including new "A" level suite; rural studies unit. Vacancy due to promotion.
Rural mixed comprehensive school pleasantly situated in modern buildings midway London-Cambridge.
Application forms and further particulars may be obtained from the Head of the school concerned, to whom completed application forms should be returned.

GLOUCESTERSHIRE
ARLE COMPREHENSIVE SCHOOL
Howell Road, Cheltenham
(11 to 18 Mixed Comprehensive six-form entry)
Required from April 20th, a TEACHER of PHYSICS to be HEAD of SCIENCE (Scale 4). Integrated Science is taught in years one to three. "A" level Physics courses established, other "A" level Science will start in 1978.
Full details and application forms from the Headmaster. Enclose stamped addressed envelope. Closing date 4th February, 1977.

GLOUCESTERSHIRE
BEAUFORT SCHOOL
Holmleigh Park, Tuffley, Gloucester
Required from April 19 qualified TEACHER to be HEAD of BIOLOGY in this purpose built six form entry mixed comprehensive school opened in 1971 with first year intake. Courses include "A" and "O" level Biology, S.C.I.S.P., Human Biology, Nuffield Combined Science. Scale 3 post for suitably experienced candidate.
Further details and application forms (stamped addressed envelope) from Headmaster, to whom forms should be returned as soon as possible.

HILLINGDON
(London Borough of)
HAYES MANOR SCHOOL
Wood End Green Road, Hayes, Middlesex UB3 2SE
(Number on Roll: 744, 142 in Sixth Form)
Headmaster: B. Jolliffe, B.A.
HEAD of BIOLOGY, Scale 3.
Required for September, 1977, Head of Biology Department.
Biology is strongly established to "O" and "A" level and University entrance.
Candidates should, therefore, have experience of appropriate levels of teaching, but, in addition, since the school is now changing from a three form entry mixed Grammar School to a six form entry mixed Comprehensive School, experience of teaching the full range of ability would be an advantage.
Application forms and further details can be obtained from the Headmaster. Stamped addressed envelope please.
London Allowance payable, 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
A GRADUATE (Scale 3) is required to take charge of CHEMISTRY within the Science Faculty. This vacancy is for September, 1977, and applications from teachers with appropriate experience are invited. The subject is taught to "O" and "A" levels.
The school has a seven-form entry covering the whole ability range. The buildings are new and the Science facilities are excellent. There are two chemistry laboratories and 10 staff in the Faculty.
Application forms and further details can be obtained from the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU.

LEICESTERSHIRE
CASTLE ROCK HIGH SCHOOL
Warren Hills Road, Coalville
Leicestershire
In the Leicestershire Plan for the Organisation of secondary education
High 11-14
Roll 670 (Mixed)

HEAD of CHEMISTRY
Scale 3

Required April to teach CHEMISTRY GENERAL SCIENCE. Required to join established team. Nuffield Science, Individual learning methods.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

NORTHUMBERLAND
COUNTY COUNCIL
PRUDHOE COUNTY HIGH SCHOOL
(Group 11)
(Co-educational 13 to 18 Comprehensive High School)

HEAD OF CHEMISTRY
(Scale 3)

Required for 1st September, 1977, an experienced TEACHER able to accept the responsibility for organisation and further development of chemistry at all levels, and who will be expected to teach the subject across the complete age and ability range.
Lodging allowance and 75 per cent of removal expenses (up to a maximum of £150) payable in approved cases.
Application forms returnable by 7th February, 1977, and further details by sending a foolscap stamped addressed envelope to the Head Teacher, Prudhoe County Secondary School, Moor Road, Prudhoe on Tyne NE42 5LY.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, IG8 7DH
Tel.: 01-504 7610
Head: Mr. A. C. H. Duke, M.A.
Suitably qualified and experienced TEACHER of CHEMISTRY (Scale 3) required to be in charge of Chemistry within the Science Department in this 11-18 mixed comprehensive school from September, 1977. There are established courses leading to G.C.E. "A" and "O" level and C.S.E.; there is also good laboratory accommodation. Outer London Allowance is payable.
Further details and application forms are available from the Headmaster at the School.

ST. HELENS
EDUCATION COMMITTEE
SUTTON HIGH SCHOOL
(1,650 mixed: 11-18 years comprehensive, designated 11-18)
Kinmel Street
St. Helens, WA9 3NF
HEAD of SCIENCE (Scale 4) required for May 1977. Graduate teacher of Physics, Chemistry established to "O" level and C.S.E. "A" level work to begin September 1979. First phase of new building ready September 1978.
Full details from Head Teacher. Closing date: 7th February 1977.
Application forms are available from the Head Teacher to whom they should be returned immediately.

SANDWELL
(Metropolitan Borough of)
WOOD GREEN HIGH SCHOOL
Wood Green Road, Wednesbury, West Midlands
(Mixed Comprehensive, 11 to 18, 1,276 pupils)
Required for Summer Term 1977 HEAD of CHEMISTRY, Scale 3 post, to be in charge of the subject and to work within a large Science Department in which Mixed Ability Mode C.S.E. and traditional "O" and "A" level courses are established. A flexible approach to children of all abilities essential.
Application forms and further particulars available from, and returnable as soon as possible to, the Head Teacher at the school.

SHROPSHIRE
EDUCATION COMMITTEE
LUDLOW SCHOOL
(C.E. CONTROLLED)
Burway, Ludlow, Salop
DIRECTOR of SCIENTIFIC STUDIES (Scale 4) for rural 11-18 Comprehensive School. Re-organising next September.
Further details (stamped addressed envelope) from the Head, Mr. D. B. Bywater, B.A.

SUFFOLK
FELIXSTOWE COLLEGE
(350 girls: 90 in Sixth Form)
Wanted for September, qualified and experienced GRADUATE to teach PHYSICS to Advanced and University Scholarship level and to take charge of subject. Burnham Scale 2. Government Superannuation.
Applications by letter, giving names of two referees, to the Headmistress from whom further particulars may be obtained.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and is bordered by Epping Forest.
London addition to salary payable.
CHINGFORD SENIOR HIGH SCHOOL
Nevin Drive, London, E4 7LT
Head Teacher: Mr. F. R. Taylor, M.A., B.D.
Required for Easter 1977: HEAD of CHEMISTRY (Scale 3) is required for this mixed comprehensive Senior High School (820 on roll: 14 to 19 years) to be responsible for leading a team of three in this well equipped department. G.C.E. "O", "A" and "S" level courses in operation.
Closing date: 4th February 1977.
Application forms obtainable from the Head Teacher.

WEST SUSSEX
SOUTHERN AREA
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton
Mixed 11 to 18 Comprehensive: newly opened 1975
(Roll 720 September, 1977 (1st 3 years only)
Required September HEAD of SCIENCE (Scale 3 or 4). Applications are invited from Physics teachers for this key post in this new, developing school. New laboratory block now being built due for completion by January 1978, to supplement existing facilities.
Details and form from Headmaster on receipt of foolscap stamped addressed envelope.

Education Department

Kirkby Centre Comprehensive School

Kirkby Centre, Kirkby in Ashfield, Nottingham

Headmaster: G. Forster, B.Sc.

Roll 240 initially (rising to 1,200 + Sixth Form) This new school is situated in the centre of its urban community and will open in September, 1977.

Initially there will be a Lower School Unit, providing flexible and specialist teaching accommodation. The main school will be built in phases, on faculty lines.

It is planned that the curriculum will contain elements of Integrated Studies and the usual specialisms.

To assist in the initial planning the following posts are offered:

(a) for Easter
DEPUTY HEAD (Group 10)
HEAD OF LOWER SCHOOL (Senior Teacher Scale) with special responsibility for Integrated Studies and Pastoral Care.

(b) for Easter or September
HEAD OF ENGLISH, Scale 3 or 4
HEAD OF MATHEMATICS, Scale 3 or 4
HEAD OF SCIENCE, Scale 3 or 4
HEAD OF LANGUAGES, Scale 3 or 4
CO-ORDINATOR OF LIGHT AND HEAVY CRAFTS, Scale 2 or 3

Candidates should be prepared to contribute towards the Integrated Studies, the setting up of the Resources Centre and the Pastoral Care of pupils.

Closing date: 28th January, 1977.

Applications (no forms) to the Headmaster, with names of two referees, c/o Area Education Officer, Council Office, Station Street, Kirkby in Ashfield, Nottingham NG17 7BU.
Telephone: Mansfield 752208.

Nottinghamshire County Council

SECONDARY
Science
continued

WILTSHIRE
FITZMAURICE GRAMMAR SCHOOL
Bradford on Avon
(430 mixed)
Required, preferably for start of Summer Term (but applications for September will also be welcomed), a TEACHER to be in charge of PHYSICS and teach to "A" level (Scale III post).
Apply by letter to Headmaster giving full details of education, experience and interests. Please state when available to start. Details of the school and post will be sent to all applicants on receipt of a stamped addressed envelope. Closing date: February 7.

Other Posts on Scale 2 and above

AVON COUNTY
KING EDMUND'S SCHOOL
Sundridge Park, Yate BS17 4DX, Avon
Required for Easter, (or September) an experienced TEACHER of CHEMISTRY to "A" level, with GENERAL SCIENCE. Nuffield Courses are pursued. New purpose built laboratories in school ideally situated for the Cotswolds, Bristol, and the South-West.
Apply in writing (naming two referees) to the Headmaster, immediately.

BRENT
(London Borough of)
KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
(Roll 1,785, 11 to 18, 270 in Sixth Form. Situated in very pleasant surroundings)
Required from Summer Term:—
TEACHER to teach PHYSICS to C.S.E., "O" and "A" levels in a well-equipped successful Science Department. Candidates must be willing to teach combined Sciences in the Junior part of the School. An experienced teacher would be preferred but others may apply. Scale 2 available for a suitably qualified and experienced candidate.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and referees.

CROYDON
(London Borough of)
PURLEY HIGH SCHOOL FOR GIRLS
Stoneyfield Road, Old Coulsdon, Surrey CR3 2Y
(Tel.: Downland 81101)
Tenable: Easter, 1977
Required at the beginning of the summer term, an experienced PHYSICS TEACHER able to take over C.S.E., "O" and "A" level courses. The laboratories are well equipped and there is adequate technical help. Salary: Scale 3 available for a candidate able to undertake additional responsibilities.
Salary: Burnham Scale 3 with London area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from, and returnable to, the Head Teacher at the above address as soon as possible.

SURREY
COUNTY COUNCIL

- Fringe area London allowance £150 p.a. throughout the county
- Generous relocation expenses in approved cases

HEADSHIPS

MAGNA CARTA COUNTY SECONDARY SCHOOL, EGHAM
Mixed comprehensive school for pupils aged 12-16, contributing to a Sixth Form College. Reorganised 1975. 1,252 on roll September 1976.

DE STAFFORD COUNTY SECONDARY SCHOOL, CATERHAM
Mixed comprehensive school for pupils aged 12-18. Reorganised 1972. 975 on roll September 1976.

DE BURGH COUNTY SECONDARY SCHOOL, TADWORTH
Mixed comprehensive school for pupils aged 12-18. Reorganised 1973. 835 on roll September 1976.

All three schools are in Salary Group II: salary scale £7,944-£8,568 p.a. plus £312 supplement and £150 Fringe Area London Allowance (subject to current restrictions on the progression beyond £8,500 p.a.). All three vacancies arise upon the retirement of the present Heads. Vacancies at the Burgh and Magna Carta Schools arise in September 1977 and it is hoped to appoint from that date. The vacancy at de Stafford arises at Easter 1977; the successful applicant there would be offered appointment from September unless he or she should be available to take up duties earlier. Further details and forms from County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. Please specify which school(s) with application forms to be returned by Friday 4 February, 1977.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

NEW HAW FULLBROOK SCHOOL
ART, Head of Department required January or May 1977. Scale III. Department is housed in three rooms in a recently erected block and ART is offered throughout the School to 'A' level. Telephone Byfleet 49301.

SHEPPERTON, THAMESMEAD COUNTY SECONDARY
NEEDLEWORK, Head of Department required Scale II. Good first appointments candidate could be considered on Scale I. Telephone Walton on Thames 27078.

SUNBURY, ST TERESA'S RC SECONDARY
BUSINESS STUDIES—Head of Department required Scale III. Able to offer SHORTHAND, TYPING, OFFICE PRACTICE, COMMERCE AND ACCOUNTS. Telephone Sunbury 83811.

WOKING, THE WINSTON CHURCHILL COUNTY SECONDARY
INTEGRATED SCIENCE/MATHEMATICS, Teacher required April 1977. Scale II for suitable applicant. Telephone Brookwood 6661.

SIXTH FORM COLLEGE

WOKING VITH FORM COLLEGE
COMMERCIAL STUDIES DEPARTMENT—Head of Department, Scale III. To develop a new Department involving TYPING, SHORTHAND AND SECRETARIAL COURSES.
Application forms and further details concerning this post can be obtained from the Area Education Officer, Lismore, 9 Heathside Road, Woking (Telephone Woking 4311).

SCALE 1 POSTS

COMPREHENSIVE

SUNBURY, CARDINAL GODFREY RC BOYS
GEOGRAPHY teacher required from beginning of Summer Term or as soon as possible to take subject throughout the School. Ability to take examination work to CSE and GCE 'O' level essential. Telephone Sunbury on Thames 89946/47.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.

ESSEX
COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
(Roll 626—Sixth Form 140)
Norman Way, Colchester
Tel.: Colchester 76973

BIOLOGIST

Scale 3. To be in charge of Biology within the Science Department. Biology is an especially popular subject, taught to Oxbridge entrance standard. Opportunities for involvement in extra-curricular activities. Post available from September, 1977.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
GAYNES SCHOOL
(Roll 1,071 Co-educational)
Brackendale Gardens, Upminster RM14 3UX
Required September, 1977
TEACHER of PHYSICS to "O" and "A" levels. The successful applicant will also be required to teach C.S.E. Physics and if possible offer either Chemistry or Biology. Scale 2 post can be offered to the right candidate.
There is a scheme for removal expenses.
Letters of application to the Headteacher giving full curriculum vitae and quoting two referees.

HILLINGDON
(London Borough of)
HAYES MANOR SCHOOL
Wood End Green Road
Hayes, Middlesex, UB3 2SE
(744 on roll: 142 in Sixth Form)
Headmaster: B. Jolliffe, B.A.
TECHNICAL STUDIES
TEACHER required for September 1977 to teach APPLIED SCIENCE/TECHNOLOGY and Lower School MATHEMATICS. The intention is for the teacher to be phased more fully into the Technical Studies Department as the school grows.
Excellent facilities are offered in this school which is developing as a six-form entry mixed Comprehensive from a three-form entry mixed Grammar School.
Scale 2 or 3 post available for a suitably qualified and experienced applicant. The department has an established reputation for work in the Applied Science/Technology field.
Application forms and further details from the Headmaster. (Stamped addressed envelope, please.)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
CHARTHAM COUNTY SECONDARY SCHOOL
(Mixed—Roll 397)
ASSISTANT TEACHER required from April, for SCIENCE throughout the school, including some work to C.S.E. level. Scale 2 post available for suitably qualified applicant.
Apply by letter, giving the names and addresses of two referees, to the Headmaster, Chartham Secondary School, Chartham, near Canterbury, Kent.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
JOHN BUNYAN UPPER SCHOOL AND COMMUNITY COLLEGE
[illegible] Road, Bedford
CHEMISTRY TEACHER, Scale 1, required for the Summer Term at this well established Comprehensive School which opened in 1975.
The school enjoys excellent facilities and candidates for interview will be invited to look around the School beforehand.
Application form and further details may be obtained from the Headmaster at the School. Telephone Bedford 64351.
Closing date for applications is Wednesday, February 2.

BERKSHIRE
CHARTERS COUNTY SECONDARY SCHOOL
Charters Road, Sunningdale
(Roll 1,320: Mixed Comprehensive)
For April, NUFFIELD COMBINED SCIENCE courses in years one and two, and separate SCIENCES leading to G.C.E. "A" and "O" level and C.S.E. examinations.
London Fringe Allowance (£150 per annum), lodging allowance and removal expenses scheme in operation.
Forms and further details from the Headmaster (stamped addressed envelope). Closing date: 31st January.

BRISTOL
ST. MARY REDCLIFFE AND TEMPLE C. of E. VOLUNTARY AIDED SCHOOL
Somerset Square, Bristol BS1 6RT
Mixed six-form entry comprehensive school drawing from whole of Avon.
Required for April, 1977: GRADUATE, preferably experienced, able to teach PHYSICS to A level and MATHEMATICS to O level, or vice versa.
Further details from Headmaster on receipt of stamped addressed envelope.

BURY
(Metropolitan Borough of)
BURY CHURCH C.E. SECONDARY SCHOOL
Haslam Brow, Bury
(Voluntary aided: number on roll, 560)
Required for May 1, 1977:—
TEACHER (Scale 1) for SCIENCE with MATHEMATICS.
Application forms and further details obtainable from and returnable to the Head Teacher at the school by February 4, 1977.

COVENTRY (City of)
CARDINAL WISEMAN R.C. BOYS' COMPREHENSIVE SCHOOL
(Social Priority School)
(1,075 on roll)
Required as soon as possible:
(1) SCIENCE, Scale 1.
(2) PHYSICS, Scale 1.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Potters Green Road, Coventry CV2 2AJ.

DERBYSHIRE
EDUCATION COMMITTEE
WILSTHORPE SCHOOL
Briar Gate, Long Eaton, Nottinghamshire
For March 1st or Summer Term: TEACHER for COMBINED/INTEGRATED SCIENCE with opportunity also for specialisation.
Temporary appointment initially with possibility of permanence. Large, well-equipped, modern facilities.
Application to the Headmaster, giving curriculum vitae and the names and addresses of two referees.

DERBYSHIRE
HATTON SCHOOL
Station Road, Hatton DE6 5BH
TEACHER to assist in the teaching of BIOLOGY up to C.S.E. and "O" level standard, and GENERAL SCIENCE in years one, two and three.
This is a temporary appointment from 21st February to 31st August, 1977.

DURHAM
COUNTY COUNCIL
DURHAM JOHNSTON SCHOOL
Four form entry, selective (coeducational)
(160 in Sixth Form)
PHYSICS—Salary Scale 1. GRADUATE required for April, 1977, or as soon as possible thereafter to teach subject to G.C.E. "A" level and to take some Chemistry with junior forms.
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, County Hall, Durham.
Closing date for receipt of applications, 7th February, 1977.

DURHAM
COUNTY COUNCIL
WELLFIELD SECONDARY SCHOOL
Wingate
Three-form entry, selective
CHEMISTRY—Salary Scale 1 in the first instance. Qualified ASSISTANT (Graduate preferred) required for April, 1977, or as soon as possible thereafter to teach subject to G.C.E. "O" and "A" levels.
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Seaside Lane, Easington, Peterlee.
Closing date for receipt of applications 7th February, 1977.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
MINCHENDEN SCHOOL
(Comprehensive Mixed)
High Street, Southgate N.14
(Roll 1,400)
Required for Easter, 1977, BIOLOGIST to teach part-time, including some combined science in the Lower School. The large Science Department has a range of well-equipped laboratories served by experienced Technicians.
Application forms (stamped addressed envelope) obtainable from the Headmaster, to whom they should be returned as soon as possible.

ESSEX
BILLAIRS HIGH SCHOOL FOR GIRLS
(Roll 840)
Highlands Boulevard, Leigh-on-Sea, SS9 3TT
Tel.: Southend-on-Sea 75703

ASSISTANT GENERAL SCIENCE TEACHER required from beginning of Summer Term. Graduate preferred.

CECIL JONES HIGH SCHOOL
(Roll 1,350)
Eastern Avenue, Southend-on-Sea
Tel.: Southend 68000

Required for Easter, or earlier if possible, specialist TEACHER of CHEMISTRY throughout this eight-form entry comprehensive school. Major portion of work with older "O" level classes and in large an outstandingly successful "A" level courses. Scale 2 available for experienced teacher, especially in examination work.

GRAYS SCHOOL
(Roll 930)
Hathaway Road, Grays, RM17 5LL
Tel.: Grays Thurrock 71361

Required immediately to teach PHYSICS to "O" level of G.C.E. and GENERAL SCIENCE to lower forms of this mixed comprehensive for pupils aged 11-16 years. This post is suitable for a first appointment. Additional Allowances of £342 are payable.

BASSINGBROOK COMPREHENSIVE SCHOOL
(Roll 1,310 Mixed)
Hassenbrook Road, Stanford-le-Hope
Tel.: Stanford-le-Hope 71566

To join department of seven teaching to "O" level and C.S.E. Well equipped laboratories. London Fringe Allowance of £150 per annum.

Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

HAMPSHIRE
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Southampton
Comprehensive mixed 11-16
Number on roll 1,250
Required as soon as possible, Scale 1—PHYSICS.
Details from Head (stamped addressed envelope, please).

HAMPSHIRE
BRUNE PARK SCHOOL
Military Road, Gosport
Comprehensive Mixed (11-18)
Number on Roll 1,850
Required as soon as possible: Scale 1—BIOLOGY and GENERAL SCIENCE. (Could be temporary to end of Summer Term).
Details from Head (stamped addressed envelope, please).

HAMPSHIRE
YATELEY COMPREHENSIVE SCHOOL
School Lane, Yateley
Comprehensive Mixed (11-18)
Number on Roll 1,800
Required for April, 1977, TEACHER for BIOLOGY and COMBINED SCIENCE, Scale 1 post.
Details from Head (stamped addressed envelope, please).

HILLINGDON
(London Borough of)
SOUTHBOURNE SCHOOL
Southbourne Gardens, Ruislip, Middlesex HA4 9TB
(Number on roll 945—62 in Sixth Form)
Headmaster: J. L. Subbs, M.A.
Required for September, 1977, TEACHER of PHYSICS and/or CHEMISTRY in this developing comprehensive school.
Application forms from and returnable to the Headmaster. Please enclose a stamped addressed envelope.
London Allowance Payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

HILLINGDON
(London Borough of)
TOWNFIELD SCHOOL
Central Avenue, Hayes, Middlesex UB3 2DD
Headmaster: R. F. Warren, B.Sc.
Required for April, 1977, an ASSISTANT SCIENCE TEACHER (scale 1) to teach Physics to C.S.E., "O" and "A" level if possible, together with Combined Science in years 1 to 3. The ability to offer Applied Science (engineering and electronics) would be an added advantage. The Science Department is large and well equipped. It offers well developed C.S.E., "O" and "A" level courses and would provide an excellent start for a new entrant to the profession.
Apply in the first instance by letter to the Headmaster giving the names and addresses of two referees.
London allowance payable; 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL FOR GIRLS
Shepherds Lane, Dartford, Kent.
(Number on Roll: 710)
Required:—
GRADUATE to teach BIOLOGY throughout the school.
A temporary or part-time appointment from February 23rd will be considered.
Apply to the Headmistress as soon as possible giving full details of education, qualifications, experience if any. Please supply the names of two people to whom reference may be made.

LINCOLNSHIRE
ASSISTANT TEACHER
KIRTON COUNTY SECONDARY SCHOOL
Burnham Scale 1 (£2,565 to £3,756)
(700 on roll)
For February 28, or as soon after as possible:—
TEACHER of SCIENCE for all aspects of subject to CSE level, preferably with interest in Environmental Science. Newly qualified teacher considered. This is a five-form-entry mixed rural school pleasantly situated four miles from Boston.
Forms from the Headmaster at the School, Edinburgh Drive, Kirton, Boston, on receipt of stamped addressed envelope. Closing date January 31, 1977.

LONDON, S.E.5
MARY DATCHELOR GIRLS' SCHOOL
Camberwell Grove
(Voluntary Aided Grammar School: three-form entry)

A well qualified GRADUATE in CHEMISTRY required for September 1977 to teach throughout the school, preferably with experience. Good opportunity for work at Ordinary, Advanced and Oxbridge entrance levels. Allowance for suitable candidate.

Applications with testimonials and names of two referees to the Headmistress, Miss L. R. Godwin.

LONDON, S.E.12
COLFE'S SCHOOL
Trustee: The Worshipful Company of Leathersellers
Founded 1652; Independent 1977 (640 boys)
Required for April or September, 1977: GRADUATE to teach PHYSICS to University Scholarship level or TEACHER of GENERAL SCIENCE able to teach PHYSICS to "O" level and able to coach Rugby and/or Cricket to first team standard.
Apply to Headmaster, Horn Park Lane, SE12 8AW, with curriculum vitae and names of two referees.

SANDWELL
(Metropolitan Borough of)
BRISTNALL HALL HIGH SCHOOL
Bristnall Hall Lane, Oldbury, Warley, West Midlands
Required Immediately:
TEACHER of PHYSICS, Scale 1 post.
To teach to "O" level and C.S.E. Temporary appointment would be considered.
Application forms available from, and returnable to, the Head Teacher at the School.

SANDWELL
(Metropolitan Borough of)
MANOR HIGH SCHOOL
(Friar Park Road, Wednesbury, West Midlands)
This is a developing co-educational community school for 1,300 pupils (11-19). It occupies modern, well equipped buildings, which include a Youth Wing and provision for Adult Education.
Required for September, 1977
PHYSICS TEACHER, Scale 1 post.
To join large Science Department, which runs courses up to "A" level.
Apply, as soon as possible, by letter, giving curriculum vitae and showing extra-curricular activities, to the Head Teacher at the School. (Telephone 021-556 2858.)

Leicestershire

EARL SHILTON NEW COMMUNITY COLLEGE
(A Leicestershire Plan 14-18 Upper School with Community College)

OPENING AUGUST 1977
Principal Designate: Roger Seckington, BA.

Required 31st August, 1977, well qualified, experienced teachers to head the faculties of:—

1. Science
2. Mathematics
3. English
4. Languages

All these posts are at Scale 4.

Teachers appointed will gradually build up their faculty from the comprehensive 4th year intake, within the context of a community school, to include the full range of C.S.E., O level and A level courses in three years.
Details on request from Roger Seckington, B.A., Principal Designate, The Cedars, Shilton Road, Barwell, Leicester, LE9 8BN (s.a.e.) to whom applications (no forms) should be sent immediately containing full details and the names and addresses of two referees.

GROBY NEW COMMUNITY COLLEGE
(A Leicestershire Plan 14-18 Upper School with Community College)

OPENING AUGUST, 1977
Principal Designate: Cyril Poster, M.A.
Required 31st August, 1977, qualified teachers as:—

HEADS OF FACULTY
HF/1 SCIENCE and MATHEMATICS
HF/2 ENGLISH, LANGUAGES, MUSIC and DRAMA
HF/3 DESIGN, HOME ECONOMICS and TECHNICAL STUDIES
HF/4 HUMANITIES
All scale 4 (Burnham Secondary).
Heads of Faculty will be invited to play a full part in development of Community College programme as well as school curriculum.
Applications by 9th February, 1977 (see below)

COMMUNITY TUTORS
(two posts)
CT/1/2 Lecturer grade 1 (Burnham F.E.) £2,469-£4,377 plus £312 p.a. supplement.
To work with Vice-Principal (Community) to promote for all age groups wide range of recreational, social, cultural and intellectual activities. 30 per cent teaching commitment with full-time students.
Applications by 18th February, 1977 (see below).

Required 18th April, 1977, qualified teacher as:—

LIBRARY/RESOURCES TUTOR
LR/1 Scale 3 (Burnham Secondary)
To plan and organise extensive library and audio-visual resources area for use by full-time and part-time college staff and students.
Applications by 4th February, 1977 (see below).
Details on request and applications (no forms) containing full details and the names of two referees to The Principal, Groby Community College, c/o Portland House, Portland Road, Kirby Muxloe, Leicester. (Stamped addressed envelope.)

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.
Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Senior Teachers

DALSTON MOUNT
Shacklewell Lane, E.8
Group 10: 1,000 girls
Comprehensive opened in September 1972. Attractive buildings on single, spacious site
Required after Easter or September 1977:
Director of Studies, senior teacher, to be an additional member of the management team responsible for the administration of the curriculum and to share in curriculum development throughout the school. At this stage in the school's development a teacher is required able to coordinate the extensive work taking place in this area.
Further details can be obtained from the Head Teacher, Miss M. Tilley.

ART

Head of Department

ST. AUGUSTINE'S SCHOOL
Oxford Road, N.W.6
Tel.: 01-328 3434
This Church of England comprehensive school opened in 1969. Present roll 600 boys and girls rising to 700. Head of Art (Scale 3) required from beginning of summer term. The teacher appointed would have responsibility for Art and Pottery within an integrated design scheme. Excellent facilities.
Application forms and further information may be obtained from the Headmaster.

BUSINESS STUDIES

Scale 1 Post

ENSHAM (S.G.) SCHOOL
Franciscan Road, Tooting, SW17 8HE
Tel.: 01-672 6626
Roll: 1,160
Headmistress: Mrs. P. D. Cudby.
Required as soon as possible:
A qualified teacher of Business Studies skills (Scale 1) to join a lively, well equipped and modern department. Courses to "O" level and C.S.E. A one-year secretarial course is offered in sixth form. The department has a suite of three rooms and a model office. Visits welcome.

CAREERS

Head of Department

ENSHAM (S.G.) SCHOOL
Franciscan Road, Tooting, SW17 8HE
Tel. 01-672 6626
Headmistress: Mrs. P. D. Cudby
Required for April:
An experienced and enthusiastic teacher as Head of Careers (Scale 3) to be responsible for the development of careers guidance. A newly-converted careers room is now in use. An ability to teach French would be an advantage but other subjects considered.
Further details and application forms available from the Headmistress. Visits welcomed

ENGLISH

Head of Department

HIGHBURY HILL HIGH SCHOOL
Highbury Hill, N5 1AR
Tel. 01-226 1826.
Three-form-entry girls' secondary school. The school, a former grammar school for girls, took its first all-ability intake into the first year last September, and cooperates with Highbury Grove Boys' School at sixth-form level.
Required for summer term:
Acting Head of English Department (Scale 4) able to organise the subject throughout the school up to C.S.E., "O" and "A" level. The person appointed should be interested in working closely with Highbury Grove Boys' School, as the teaching of the two large "A" level groups is shared between the two schools. Interest and willingness to cooperate with the Head of Remedial Department is also vital. There is every likelihood that the post will become permanent from September.

Posts of Responsibility

Please see separate advertisement under Integrated Studies for Walworth School: Leader of Lower School World Studies Team (Scale 4).

Scale 1 Posts

ELTHAM HILL SCHOOL
Eltham Hill, London, SE9 5EE
Tel. 01-850 2843
Roll: 800 girls (rising to 1,000 by 1978), 11 to 19 years; comprehensive
Headmistress
Required in September, 1977:
Teacher of English to teach up to C.S.E. standard with the possibility of "O" level work later. An interest in Film and/or extra-curricular Drama would be welcomed. Although experience would be valuable, this post is suitable for a beginner. Comprehensive development (from grammar) reaches fourth year by September.

SCOTT LIDGETT SCHOOL
Drummond Road, London, SE16 4BJ.
Tel: 01-237 5061.
1,200 boys comprehensive.
Headmaster. School started in purpose-built premises in 1966. Sixth form started September, 1974.
Required as soon as possible:—
Teacher of English to join a team department and teach the subject throughout the school. There is an expanding sixth form, and opportunities will exist to teach English to A level and C.E.E. An interest in the development of a language policy for the school would be an advantage.
Assisted travel for staff where applicable.

WALWORTH SCHOOL
Shorncliffe Road, SE1
Telephone: 01-703 7624.
Comprehensive school for 1,260 girls and boys.
Headmaster
Required as soon as possible—Part time teaching (2½ days/week) for English in the Upper School, some teaching of 3rd year Integrated Studies is required on the current time table.

GEOGRAPHY

Head of Department

GEORGE GREEN'S SCHOOL (SM)
Manchester Road, London, E14 9DW.
Telephone: 01-987 6032.
Years 1-2 comprehensive, years 3-6 grammar. Roll now 615 rising to 850 by 1982.
Required for September, 1977—
Head of Geography (Scale 3).
Previously a two-form entry grammar school, George Green's moved in January 1976 to a superb new site at the southern tip of the Isle of Dogs, overlooking the Thames and Greenwich, where it hopes to provide for the local community an integrated service with Lansbury Adult Education Institute and the Youth Centre which share the buildings. The London Borough of Tower Hamlets also has on site offices of the Social Services Department, a day nursery and an old people's day centre in conjunction with Ilea. It is also responsible for the well-equipped Sports Centre.
The Geography Department has a long record of distinction within the school. Successive Heads of Department have built up a unique collection of maps, books and other resource materials. There are specialist teaching rooms and a teachers' planning room within the Department, and the skills and equipment of the school's Media Resources Department will also be available.
Geography is taught to all pupils in Years 2 and 3 and as an optional subject later on to CSE, CEE, O and A levels. The present Head of Department, retiring after fourteen years of service at the school, has been responsible in conjunction with the Head of History and their respective Departments for the development of a very successful First Year Environmental Studies course, taught in mixed-ability groups and based on a rigorous and wide-ranging study of the historical background and the present landscape of the area in which the community lives.
It is hoped that the successful candidate will be keen to continue the use of the many opportunities offered by the local environment to a community school, and to include environmental studies—at local, national and world levels—within the Department's brief.
Further details of the post and the school are available with application forms from the Principal.

Scale 1 Posts

HONOR OAK SCHOOL
Homestall Road, London, SE22.
Telephone: 01-639 3755.
Required as soon as possible, part time:—
A Graduate Geologist or Geographer to teach UCE, O and A level in Geology and work with the rest of the department in teaching Environmental Studies and Geography to UCE O level and CSE standard. The school is a three form entry girls school pleasantly situated in its own grounds.
Further details and application forms from the Headmistress at the school.

KIDBROOKE SCHOOL
Corelli Road, London SE3 8EP
Tel.: 01-856 2311
15-form entry, girls aged 11 to 18 years
Required for a short period from March, 1977:
Teacher of geography full-time preferable but anyone who could offer part-time help could apply. Telephone for further details.

HISTORY

Heads of Department

PECKHAM SCHOOL
Peckham Road, SE15 5DZ
Tel.: 01-703 4417
Required for September, 1977:
Head of History Department (Scale 3). An experienced Graduate required to replace the distinguished Sheila Ferguson to lead and organise a very lively and competent team. All pupils take History up to the end of the third year and it is a popular option in the fourth and fifth years. "A" level and "O" level and C.S.E. courses are offered and the Department also runs "O" level British Constitution courses in the fourth, fifth and sixth years. The Department has had a flexible attitude to syllabus and method and has been involved in various kinds of experimental work. Interest in the Humanities course desirable.

ST. MARYLEBONE GRAMMAR SCHOOL
248 Marylebone Road, NW1 6NN
Tel: 01-723 7338
Roll: 660 boys
Required for September:
Head of the History Department (Scale 3) to share the teaching of the subject with one other specialist through the school, including "O", "A" and "S" levels. "A" level special period currently English Revolution, 1640-60. Write for further details and application forms to the Headmaster.

HOME ECONOMICS

Head of Department

SEDGEHILL SCHOOL
Sedgehill Road, Catford, S.E.6
Roll: 2,000; large Sixth Form
Required for Easter, 1977:
Head of Housecraft, Scale 3 post. Vacancy due to retirement; this is a first-rate opportunity for an experienced teacher who is able to offer enthusiasm, drive and commitment to the school. Please write to the Headmaster for an application form and details of the post, or phone 01-698 8911 or 01-697 2578.

INTEGRATED STUDIES

Post of Responsibility

WALWORTH SCHOOL
Shorncliffe Road, S.E.1
Tel.: 01-703 7624
Comprehensive school for 1,260 girls and boys
Headmaster
Required for Easter, 1977:
Experienced teacher of English, History or Geography to be Leader of Lower School World Studies Team (Scale 4). The Lower School (for years one and two) is housed in its own building on a separate site. World Studies is an integrated course covering the fields of English, History and Geography which occupies one quarter of the pupils' timetables. It is now well established, having been developed over a number of years. The Leader of the World Studies team works in close collaboration with the Heads of the English and Liberal Studies Departments. The successful candidate will need to be able to lead an enthusiastic team and to promote the further development of the course.

MATHEMATICS

Head of Department

HIGHBURY HILL HIGH SCHOOL
Highbury Hill, N5 1AR
Tel.: 01-226 1826.
Three form entry girls' secondary school.
Wanted for summer term:—
Head of Mathematics Department Scale 4, able to organize the subject throughout the school up to C.S.E., O.L. and A.L. An interest in computer studies would be additional advantage. The school, a former grammar school for girls, took its first all-ability intake into the first year last September, and cooperates with Highbury Grove Boys' school at Sixth Form level.

Scale 1 Posts

BARNSBURY SCHOOL SG
Barnsbury Park, Liverpool Road, N1 1QJ
Tel.: 01-607 8387
Roll: 820, 11 to 18 years.
Mathematics:
Required from the Summer Term, 1977:—
A Mathematics teacher to share in the work of a well established department. Maths classes are set throughout the school and the subject is taught to C.S.E. "O", Additional and Advanced level.
Further details may be obtained from the Headmistress at the school.

SOUTHFIELDS SCHOOL
Merton Road, Wandsworth, S.W.18.
Tel.: 01-870 0171.
Roll: 1,300 boys and girls in purpose built accommodation. Full range of ability. Established "A" and "O" level and C.S.E. courses. Headmaster: C. Brandingham, B.Sc.(Econ.), F.R.G.A.
Required as soon as possible:—
Part-time Mathematics teacher, .6, for lively progressive department. Mixed ability classes, S.M.I.L.E., in first year and in part of second year. The successful applicant would be given classes covering the whole range of ability.

ST PAUL'S WAY SCHOOL, SM
Shelmerdine Close, Bow, E3 4AN
Tel.: 01-987 1883.
Roll: 1,280, 11 to 18, fully comprehensive including partially hearing unit. Purpose-built accommodation. Ten minutes from Mile End Underground Station. Headmaster.
Required for April, 1977:—
Mathematics teacher, Scale 1, to teach over the whole age and ability ranges. Maths is taught in sets throughout the school to C.S.E. and "O" level and "A" level work is offered to pupils at the Sixth Form Centre. An interest in computer studies is not essential but would be an advantage. A.T.

MODERN LANGUAGES

Posts of Responsibility

HACKNEY DOWNS COMPREHENSIVE SCHOOL
Downs Park Road E5 8NP
Tel.: 985 8808
Roll: 960 boys
Required, April or September:
A Teacher of French (Scale 2) available for a suitably qualified candidate to join a team of linguists working closely together in a well-established department. Applicants should preferably have experience of Language teaching in a comprehensive school, and should be keen to participate in the preparation and collation of visual and textual teaching materials. French is taught throughout the first three years, orally-based, to relatively small mixed-ability groups, and proves a popular option leading to combined C.S.E. "O" level examination. "A" level work is also available. Candidates are welcome to visit the school by telephone appointment.

PADDINGTON SCHOOL
Oakington Road, London, W.9
Tel.: 01-286 4591
Headmaster: Norman Thomson M.A.
A temporary appointment as Head of German (Scale 2) will be available from 21st February, 1977. The post carries responsibility within the Modern Language Department for German teaching from beginners to "A" level. The appointment will last until the end of the academic year, and there is a strong likelihood that the post will become permanent at that time when the confinement leave of the present holder finishes.
Roll: 940 girls and boys, 11 to 18 Years; Comprehensive
This new comprehensive school opened in new premises in September, 1975, and offers courses to C.S.E., "O" and "A" level.
Please write to the Headmaster for full details and an application form.

Scale 1 Post

SIR PHILIP MAGNUS SCHOOL
Penton Rise, London, W.C.1
Tel.: 01-278 2581
Roll: 550 boys, 11 to 16 years
Wanted as soon as possible.
A part-time (0.5) teacher of lower school French to work for five afternoons a week.

MUSIC

Head of Department

PECKHAM SCHOOL
Peckham Road, SE15 5DZ
Tel.: 01-703 4417
Required, as soon as possible:
Head of Music, Scale 3. The school has a high reputation for lively performances and stimulating work of all types. Good staff participation in choirs and productions. Interest in instrumental work essential. A candidate is sought with drive and enthusiasm, who has had good all-round experience in a smaller school or as second in the large school, and is now ready for promotion.

Post of Responsibility

PECKHAM (SG) SCHOOL
Peckham Road, SE15 5DZ
Tel. 01-703 4417
Nine-form-entry, 11 to 18 years: fully comprehensive; modern purpose-built premises
Required as soon as possible:
Experienced Teacher (Scale 2) to be second in the Music Department. This department teaches throughout the age range and runs many out-of-school activities. A candidate is sought who will take an active part in the life of the department and assist in the training of choirs and instrumental groups.

Scale 1 Post

BATTERSEA COUNTY SCHOOL
Culvert Road, London, SW11 5AP
Tel. 01-622 0026
Roll: 1,300 boys and girls; comprehensive
Headmaster
Required as soon as possible:
A part-time Music Teacher (four days a week) to join a large enthusiastic department. The school encourages all aspects of music making and the successful applicant will combine a timetable of class teaching and instrumental coaching. The two bands give frequent concerts in other schools and colleges, and carry out a summer concert tour in other parts of the country.

JOHN HOWARD SCHOOL
Laura Place, Clapton, E5 0RB
Required immediately:
Class Music Teacher (1.5 days, small classes).
Replies to Headmistress.

WILLIAM PENN SCHOOL
Red Post Hill, SE24 9JH
Tel. 01-737 2336
Headmaster: R. Richardson, M.A., B.Sc.(Econ.)
Roll: 1,370 boys; excellent new buildings; full range of courses to university entrance
Required for April, 1977:
A well qualified Music Teacher to be second in a thriving and enthusiastic department. There is a good orchestra and choir and a large team of professional instrument teachers visit the school.
Music is taught as a curriculum subject in the first three years and G.C.E. and C.S.E. courses exist for option groups in the upper school. The successful applicant should be biased towards choral work and expect to share in the option examination preparation. He should also expect to be involved in preparation and performance for musical productions which take place throughout the year. The department is well equipped and plays an important part in the day-to-day life of the school.
Application forms may be obtained from the School Secretary and should be returned to the Headmaster.

NEEDLEWORK

Scale 1 Post

BARNSBURY (S.G.) SCHOOL
Barnsbury Park, Liverpool Road, N1 1QJ
Tel. 01-607 8387
Roll: 820, 11 to 18
Needlework
Required for the summer term:
A part-time temporary Teacher of Needlework to replace a member of staff on secondment.
Further details may be obtained from the Headmistress at the school.

PHYSICAL EDUCATION

Head of Department

ISAAC NEWTON SCHOOL
Wornington Road, W.10
Tel.: 01-969 3082
Roll: 600 boys, 11 to 18. Comprehensive
Headmaster
Head of Physical Education, Scale 3, required at Easter. Imaginative and enthusiastic teacher required. Two gymnasia on split sites. Thriving gym clubs including extended day opportunities.

Scale 1 Post

DUNRAVEN SCHOOL
Mount Nod Road, London, S.W.16
Tel.: 01-769 7300
Roll: 1,000 boys and girls, 11 to 19. Comprehensive
Headmaster: Rodney Usher
An enthusiastic teacher is required to join the staff of the girls' Physical Education department to be effective from Easter.
The school is a well established comprehensive situated in a pleasant part of Streatham Hill. Further particulars and application forms are available from the school. Personal callers will be welcome.

RELIGIOUS EDUCATION

Posts of Responsibility

WANDSWORTH SCHOOL
Sutherland Grove, Southfields, SW18 5PT
Tel.: 01-788 4254
Roll: 1,460 boys, 11 to 19 years, Comprehensive
Headmaster
Southfields station London Transport District line, two minutes' walk from the school.
Required for the summer term 1977:
Teacher in charge of Religious Studies (Scale 3), to look after the subject and its resources and to teach it throughout the school.

Scale 1 Post

WALWORTH SCHOOL
Shorncliffe Road, S.E.1
Tel.: 01-703 7624
Comprehensive school for 1,260 girls and boys
Headmaster
Required for Easter 1977 or earlier if possible:
Part-time teacher of Religious Education for 1½ to 2½ days/week. In the current timetable the work could include teaching a small fifth-year C.S.E. option group.

REMEDIAL WORK

Heads of Department

CARDINAL VAUGHAN SCHOOL
89 Addison Road, Kensington, W.14
Tel.: 01-603 8478
Roll: 750 boys, 11 to 19 years
Headmaster
Required as soon as possible:
Head of Remedial Education. The Governors of this Voluntary Aided Roman Catholic Grammar School for boys invite applications from experienced and well-qualified teachers. The school will be taking its first non-selective intake in September 1977 and the successful candidate (preferably a practising Roman Catholic) will be expected to establish and develop a remedial department. The salary for this senior post is Burnham Scale 3, plus Inner London allowance.
Applications naming two referees to the Headmaster.

ST. RICHARD OF CHICHESTER SCHOOL
Royal College Street, London, N.W.1
Roman Catholic Voluntary Aided School of 900 boys and girls
Required for Easter or Autumn Term, 1977:
Head of Remedial Studies (Scale 3) to take charge of diagnostic work and school/home liaison for slow learners. This is considered an important post in the school staffing establishment. Application forms with further details from the Headmaster.

Posts of Responsibility

DALSTON MOUNT SCHOOL
Shacklewell Lane, E.8
Group 10: 1,000 girls: comprehensive opened in September, 1972; attractive buildings on single, spacious site.
Required Easter or as soon as possible:
Remedial Teacher Scale 2 to be an additional member of a lively department. The remedial work in the school is carried out by withdrawal into small groups in a team-teaching situation. A teacher able to assist with numeracy as well as literacy would be particularly welcome.
Further details can be obtained from the Head Teacher Miss M. Tilley.

ISLINGTON GREEN SCHOOL
Prebend Street, Islington, N1 8PQ
Tel.: 01-226 8011
Roll: 850: mixed comprehensive, 11 to 18 years
Headmistress
Required as soon as possible:
A 2nd i/c Remedial Department (Scale 2).
This post arises from the promotion of the present holder to a Head of Department post elsewhere.
The post involves substantial qualities of initiative, sensitivity and skills relevant to testing, diagnosis and remediation.
The work of this well-accommodated and equipped department is structured on a withdrawal basis, and liaison with other teachers outside the department is considered to be important. Application forms and further details are available from the Headmistress, Margaret Maden. Completed application forms should be returned no later than Friday, 4th February, and visits to the school are welcomed.

SPENCER PARK SCHOOL
Trinity Road, Wandsworth Common London SW18 3SS
Tel.: 01-870 5213
Roll: 1,400 boys, 11 to 19 years; comprehensive
Headmaster
Courses C.S.E., "O" and "A" levels, large sixth form: pleasant environment
Required as soon as possible:
Second-in-charge Remedial Department (Scale 2). Candidates should have had experience with boys in lower ability range in first three years of secondary school. An interest in teaching mathematics at this level would be an advantage.

Scale 1 Post

ENSHAM (SG) SCHOOL
Franciscan Road, Tooting, SW17 8HE.
Telephone: 01-672 6626
Headmistress: Mrs P. D. Cudby.
Required as soon as possible—
Part time .5 remedial teacher for work mainly with small groups. Experience with Fourth and Fifth Year girls desirable. Times negotiable, visits welcome.
Please contact the Headmistress as soon as possible.

SCIENCE

Post of Responsibility

ENSHAM (SG) SCHOOL
7 FE, Roll 1,160, Franciscan Road, Tooting, SW17 8HE.
Telephone: 01-672 6626.
Headmistress: Mrs P. D. Cudby.
Required for April:—
Teacher as second in the Science Department, Scale 2, to be responsible for the subject in the Lower School.
Applicants should state their own particular speciality: some teaching may be arranged in the Upper School. There are flourishing C.S.E., O and A level courses in Biology, Chemistry and Physics.
The department has a stable team of 10 scientists committed to developing the curriculum across the whole age and ability range.
Further details and application forms available from the Headmistress. Visits welcome.

Scale 1 Post

CATFORD SCHOOL
Stainton Road, SE6.
Telephone: 01-698 7394
1200 Boys, 11 to 19. Comprehensive.
Headmaster.
Courses to O and A level and CSE.
Required in April:—
Teacher of Physics, scale 1, to join a happy and enthusiastic Science Department with well equipped laboratories. The successful applicant will be expected to teach Physics up to O level and CSE with some General Science to younger boys.

COLLINGWOOD SCHOOL
York Grove, Queen's Road, Peckham. SE15 2NZ.
Telephone: 01-639 7711.
950 girls, 11-18 years. Comprehensive.
Required after Easter:—
An experienced biologist, graduate preferred, Scale 1 plus SPA, to join a team of dedicated scientists in an expanding department. Opportunity for O and A level work available. An interest in SCISP is desirable.
Applicants are welcome to visit the school. Please telephone the Headmistress for an appointment.

JOHN GRIFFITHS RC BOYS' Sec
Princes Way, S.W.19 6QE.
Telephone: 01-788 8142.
Roll 700+. Headmaster: Mr John Hughes, MA.
Required Summer Term, 1977:—
Science Teacher scale 1, offering Physics and Chemistry to join team of six in flourishing department with use of computer terminal, will initially share the teaching of Integrated Science in Lower School and CSE Physics with opportunity to teach more Chemistry next September. The department is involved in trials of the 11 to 13 Science Project and APU, with courses at O, A level and CSE Mode III. The school is 5FE purpose built comprehensive (1968) pleasantly situated near Wimbledon Common qualifying for Inner London allowance. Preference will be given to practising catholics.
Application forms from the Headmaster
Visits welcomed.

ST PAUL'S WAY SCHOOL SM
Shelmerdine Close, Bow, E3 4AN
Tel.: 01-987 1883.
Roll: 1,280, 11 to 18, fully comprehensive including partially hearing unit. Purpose-built accommodation. Ten minutes from Mile End Underground Station. Headmaster.
Required for April, 1977:—
A well qualified scientist, preferably offering Physics or Chemistry, to join a very successful team of science teachers. Knowledge of Secondary Science and Combined Science will be of use and applicants will be required to teach C.S.E. and "O" level standards. We have eight well equipped laboratories, a workshop, three prep. rooms and six technical staff. Visits are welcome. A.T.

TECHNICAL STUDIES

Head of Department

BOW SCHOOL SB
Paton Close, Fairfield Road, E.3.
Roll: 480. Headmaster: W. K. Williams.
HEAD OF TECHNICAL STUDIES, Scale 4.
This small school has four workshops for courses in woodwork, metalwork, engineering studies, technical drawing, environmental craft and motor engineering up to C.S.E. and G.C.E. "O" level. Candidates are invited to contact the headmaster for more information and are welcome to visit the school.

Post of Responsibility

DESIGN AND TECHNOLOGY SPECIAL STAFF
Applications are invited from qualified experienced teachers of woodwork, metalwork, and technical drawing for appointment from 1 September, 1977, or earlier if possible, to the panel of special staff for Design and Technology. This work is mainly teaching, but duties may include supervising workshops in various secondary establishments, advising on equipment and filling emergency vacancies. It is hoped that the teachers appointed will offer expertise on one or more areas of work. Travelling expenses actually and necessarily incurred within the area of the Inner London Education Authority will be paid. Salary scale 3—£3,071-£3,631 inclusive of London allowance.
Application forms and further details obtainable from The Education Officer, TS2, The County Hall, London, SE1 7PB, and returnable within 14 days of the publication of this advertisement.

Scale 1 Post

RUTHERFORD SCHOOL
Penfold Street, N.W.1.
Tel.: 01-723 3281.
Headmaster. Roll: 740 boys.
Required as soon as possible:—
Full-time or part-time teacher of Woodwork/Metalwork, to work in design team and up to "O" level. Well established department with excellent facilities. S.P.A. allowance payable. Further details and application form available from headmaster.

OTHER POSTS

Posts of Responsibility

CLISSOLD PARK SCHOOL
Headmistress

Roll: 1,300 boys and girls, 11 to 18 plus: Comprehensive
Required for April, 1977:
Head of Year (Scale IV). The year system is the basis of organisation of this large multi-racial school, within which, the Head of Year has considerable autonomy in creating an organisation in which the welfare, discipline, and general progress of 270 boys and girls in the year are best served. This demanding post requires leadership and initiative and the possession of good personal relationships. Heads of Year take their year through the school. The successful candidate would take over the present Third Year. Applicants are very welcome to visit the school.
The school is housed in a new (1970) building with excellent facilities. Further details are available from the school. Tel.: 01-254 0040.

ELTHAM HILL SCHOOL
Eltham Hill, London SE9 5EE
Tel.: 01-850 2843
Roll: 800 girls (rising to 1,000 by 1978); 11 to 19 years; Comprehensive
Headmistress
Head of Fourth and Fifth Years (Scale 4) required in September, 1977, to be one of a team of pastoral, social and administrative staff, but with special responsibility for pastoral work, social and some Academic administration in these years. Flexible approach needed as school is still developing (from grammar). Please state teaching subject(s).

GEORGE GREEN'S (S.M.) SCHOOL
Manchester Road, London E14 9DW
Tel.: 01-987 6032
Years 1 to 2 Comprehensive, Years 3 to 6 grammar. Roll now 615 rising to 850 by 1982
Required for September, 1977
Head of Year (Scale 3) to be responsible for the welfare and general progress of next September's 150 First Year pupils, and then to move up the school with them. Most pupils will come from three or four local primary schools. The school moved in January, 1976 to a superb new site at the southern tip of the Isle of Dogs where it hopes to provide for the local community an integrated service with Lansbury Adult Education Institute and the Youth Centre which share the buildings. The London Borough of Tower Hamlets also has on site offices of the Social Services Department, a day nursery and old people's day centre, and is responsible in conjunction with I.L.E.A. for a well-equipped Sports Centre. The school is strongly supported by an Educational Welfare Officer who is based at the school for two days each week. Further details of the post and the school are available with application forms from the Principal.

NORWOOD SCHOOL
Crown Dale, SE19 3PD
Tel.: 01-670 0382
1,300 girls, 11 to 19 years; comprehensive:
Headmistress
Year Head (Scale 4) for third year required in September. Experience of pastoral care essential. Further details on request and a visit to the school would be welcomed. Apply Headmistress.

NORWOOD SCHOOL
Crown Dale, SE19 3PD
Tel.: 01-670 0382
Roll: 1,300 girls, 11 to 19 years; comprehensive
Headmistress
Required in September or sooner if possible:
Year Head (Scale 4) for second year. Experience of pastoral care essential. Further details on request and a visit to the school would be welcomed.
Apply Headmistress.

RESIDENTIAL CENTRE FOR HACKNEY SECONDARY SCHOOLS
This centre at Kench Hill, Leigh Green, nr. Tenterden, Kent, is due to open at Easter, 1977. It will accommodate parties of up to 32 pupils and two accompanying teachers and its use will be shared by 16 secondary schools of I.L.E.A. Division 4 (Hackney) for the purpose of providing residential experience and opportunities for environmental studies.
Applications are invited from well qualified and experienced teachers for the post of resident Warden (Scale 4). A divisional management committee will be responsible for the general oversight and management of the centre, and the Warden will be responsible for its day-to-day running. He/She will be expected to take a full part in the organisation of centre activities. Free board and lodging goes with the post and the Warden's accommodation will consist of a detached coachhouse offering 2 bedrooms, a living dining room, kitchen and bathroom at first floor level. It is proposed that other staff at the centre will comprise a housekeeper, an assistant cook, a domestic assistant and a gardener/caretaker. The appointment will be to the permanent teaching service of the I.L.E.A. (if not already in the permanent teaching service) with assignment to the centre. Applications and further details from the Divisional Officer, I.L.E.A. Division 4, Ockway House, 41 Stamford Hill, N16 5SR (Tel.: 01-802 1331). Closing date for applications is 4 February, 1977.

SAMUEL PEPYS (S.B.) SCHOOL
Wallbutton Road, Brockley SE4 2NY
Tel.: 01-639 5066
Roll: 800 boys, 11 to 18 years; comprehensive
Headmaster
Required for Easter:
A Senior Housemaster (Scale 4) to be responsible for the welfare of a vertically structured House unit and to have oversight of the work of seven pastoral tutors. The House system is very well established within the school. The successful candidate will be extremely well acquainted with the full range of the support services and have the qualities necessary to lead a House with fine traditions and excellent morale. Further details from the Headmaster at the school.

UPTON HOUSE (S.B.) SCHOOL
Homerton Row, London E9 6EB
Tel.: 01-985 8144
Boys' comprehensive school for 1,200 pupils, with a wide range of courses leading to "O" and "A" levels of the G.C.E. and C.S.E.
Required for April, 1977, Head of House, Scale 4. Applications are invited from energetic and experienced teachers for this senior post. The school is organised on its well-established House system of six Houses, the Heads of which are responsible for the welfare of about 200 boys. A teacher is sought who is firm, but friendly, who is aware of and sympathetic to adolescent expectations, achievements and problems, who can use his or her own initiative in making decisions, and who will liaise with the Education Welfare Officers, Social Services and other outside agencies in the working situation. The vacancy is due to retirement. Further details and application forms are available from the School Secretary, and intending applicants are welcome to visit the school by arrangement with the Headmaster.

Scale 1 Post

BATTERSEA COUNTY SCHOOL
Culvert Road, London, SW11 5AP
Tel.: 01-622 0026
Roll: 1,300, boys and girls. Comprehensive. Headmaster.
Required as soon as possible —
A part-time teacher for History to C.S.E. level and Social Studies in second and third years.

PRIMARY SCHOOLS

Deputy Headships

HOLY TRINITY SYDENHAM C.E. SCHOOL J.M. & I.
Dartmouth Road, SE23
Tel.: 01-699 [illegible]
Deputy Head, Group 4
Required in April:—
Applicants must be committed Christians. Please state special interests. Visits welcomed.
Application forms and details from Headteacher.

JOHN EVELYN J.M. SCHOOL
Alverton Street, SE8 5NH
Tel.: 01-692 1709
Headmistress.
Deputy Headteacher, Group 5
Required as soon as possible.—
Candidates must be able to work as part of team with staff, parents and children. This is a challenging and demanding post, and applications are invited from men and women of wide experience. Preliminary visits are welcomed.

MONSON J.M. & I. SCHOOL
Hunsdon Road, SE14
Tel.: 01-639 4565.
Headmistress: Miss B. Mitchell
Deputy Head Teacher, Group 5, Required after Easter.—
The applicant should be well experienced and interested in all aspects of Primary Education. A special interest in Maths and/or Boys' Games would be helpful and also a sympathetic understanding of the home environment of our children. A good parent/school relationship exists and could be developed further. Vacancy due to retirement.

Posts of Responsibility

ALBEMARLE PRIMARY SCHOOL
Albert Drive, SW19 6JP.
Headmistress. 280 children, 5 to 11 years.
Required for Easter 1977, or as soon after as possible.
Experienced teacher for top juniors with responsibility for boys games and joint responsibility for school journey. Scale 2.
Modern school buildings adjoining Wimbledon Park. Visits welcome. Please ring 01-788 3170.

ALBEMARLE PRIMARY SCHOOL
Albert Drive, SW19 6JP.
Headmistress. 280 children, 5 to 11 years.
Required for Easter 1977, or as soon as possible:—
Experienced teacher with responsibility for Mathematics, Scale 2. The successful candidate will be required to coordinate the Mathematics programme throughout the Junior and Infant classes, including an Infant annexe.
Applicants should have sound knowledge of the various approaches to Mathematics and have attended courses on the subject.
The school is a modern building adjoining Wimbledon Park. Visits welcome. Please ring 01-788 3170.

BOXGROVE (JM & I)
Boxgrove Road, Abbey Wood, SE2 9JP.
Telephone: 01-310 1912.
Required from Easter 1977:—
Teacher for Juniors, Scale 2, with responsibility for physical education throughout the school. Further details from the Headmistress. Visits welcome.

GLOUCESTER I. (300 + Nursery), Daniel Gardens, SE15. Headmaster. Required 21.2.77 or as soon as possible:—
Teacher, Scale 2 to work in team, and share in overall responsibility for developments within the school. Experience of vertical grouping, open plan, informal approach desirable; ideas, enthusiasm and ability to share them with others essential; music an asset.
Visit and enquiry requested.
Telephone: 01-703 4169.

ILDERTON (J.M.) SCHOOL
Varcoe Road SE16 3LA
Tel.: 01-237 5980
Headmaster
Roll: 177
Required as soon as possible:
An experienced teacher for lower Juniors who will also be responsible for the school library and its development as a learning, research and exhibition centre for the whole school. This is a Scale 2 post and carries an S.P. Allowance as well. Visits and enquiries welcomed.

JOHANNA PRIMARY (J.M. & I.) SCHOOL
(5 mins. walk from Waterloo Station)
Tel.: 928 6814
Headmaster
Scale 2 post available for an experienced and enthusiastic teacher of Middle and Top Juniors to be responsible for boys' games and the pastoral care of the Junior boys. Required as soon as possible. Visits welcomed.

KINGSGATE INFANT (N.C.) SCHOOL
Messina Avenue, N.W.6
Tel.: 01-624 5379
Required as soon as possible:
Scale 2 post. An experienced and enthusiastic class teacher with special responsibility for music and singing throughout the school. Visits welcomed.
Application forms from Headmistress.

ST. GEORGE'S C.E. (J.M. & I) SCHOOL
Coleman Road, Camberwell SE5 7TF
Tel.: 01-703 4772
Headmaster
Readvertisement. Previous applicants will be considered. Experienced teacher (Scale 2) as Head of Infants with responsibility for literacy throughout the whole school. Present holder promoted to headship. The Managers look for a committed Christian. Pleasant modern building situated in a developing community.
Application forms from: The Chairman of Managers, 115 Wells Way, Camberwell, S.E.5. Visits welcome.

WYVIL INFANTS SCHOOL
[illegible] Lambeth, S.W.8
Tel.: 622 5078
Required [illegible] after 1977
Experienced teacher to take over a Scale 2 post in [illegible] and Language Development. Responsibilities [illegible] handling book requisition [illegible] S.P.A. Visits welcome by arrangement. Please telephone the Headmistress, Miss J. K. Rowe.

Scale 1 Post

COLUMBIA (J.M., I. and N.) SCHOOL
Columbia Road, E2 7RG
Tel. 01-739 4845
Required as soon as possible.
Part-time Music Teacher (0.5) to teach mainly in the Junior Department.
Write or telephone for an appointment.

FENSTANTON (J.M.) SCHOOL
Abbot's Park, S.W.2
Tel. 01-674 2904
Headmaster
Required:
Part-time Teachers, hours to be arranged, mainly for group work and with small classes. Some class work available.

LAWDALE (J.M.) SCHOOL
Mansford Street, E.2
Tel. 01-739 6258
Required as soon as possible:
Part-time Teacher (.5) for Craft Work and Remedial Groups. Music would be an advantage. Actual times by arrangement.
Enquiries and visits welcomed. (A.T.).

LONDON FIELDS (J.M.) SCHOOL
Westgate Street, Hackney, E8 3RL
Tel. 01-254 4330
Headmaster
Required as soon as possible:
Enthusiastic Teacher to be responsible for developing Art and Craft throughout the school. Must be experienced in normal class subjects.
Scale 2 available for suitable candidate.
Visits or telephone calls welcomed. (A.T.).

PADDINGTON GREEN (J.M. & I.) SCHOOL
Park Place Villas, W 2
Tel. 01-723 7892
Headmaster
Required as soon as possible:
Experienced Teacher, part-time (.5) for remedial work with Infants and Juniors. An interest in needlework or craft work an advantage.

STEPNEY GREENCOAT C.E. (J.M. & I.) SCHOOL
Norbiton Road, E14 7PQ
Tel. 01-987 3208
Headmaster: Mr. P. K. Green
Required as soon as possible:
Part-time (0.2) Music Teacher for class and group work.
Telephone for further details. Visits welcome. (A.T.).

STOKE NEWINGTON PAROCHIAL (J.M. & I.) C. OF E. SCHOOL
Lordship Road, London N.16
One-form entry
Part-time (.5) Supernumerary teacher required for general Infant and Junior work. Interest in Drama an advantage; committed Christian preferred. S.P.A. allowance payable. Visits welcome Headmistress (01-800 2448), or write.

ST. PAUL'S C. OF E. (J.M. & I.) SCHOOL
Broke Road, Dalston E8 4JH
Tel: 01-254 1917
Required as soon as possible:
Part-time teacher (.3) Thursdays interested in Games.
Telephone enquiries and visits welcomed by Headteacher.

THORNHILL (J.M. & I.) SCHOOL
Thornhill Road, Islington N.1
Tel.: 01-607 4163
Headmistress.
Required as soon as possible:
Part-time .4 teacher, nurturing, to work with two other teachers in a vertically grouped cooperative teaching situation in the Infant Department.

SPECIAL EDUCATION

BOARDING SCHOOLS

PENBURY GROVE SCHOOL
Penn, High Wycombe, Bucks
Tel.: 049 481 3112
Deaf children with an additional handicap; mixed eight to 16 years.
Teacher of the Deaf required for small mixed class. The ability to work as part of a team essential. Scale 2 (S) post available for a suitable applicant.
Applications from teachers who would be prepared to gain the qualifications required of Teacher of the Deaf within three years would be welcomed. Scale 1. Staff house available at a standard charge. Extraneous duties allowance for 18 hours per week £920 per annum. Fringe Allowance £150.
Visits welcomed by arrangement with Headmaster.

SHAWCROFT SCHOOL
Crockenhill Road, St. Mary Cray, Orpington, Kent
Tel.: Orpington 31366
Maladjusted boys, aged 10 to 16
(1) Owing to promotion this purpose built boarding school requires a Scale 2(S) resident teacher to take responsibility for Remedial Education throughout the school for Easter 1977.
A three-bedroomed house is available at a charge of £204 p.a.
(2) Another teacher, Scale 1, non-resident, is required immediately to take either Technical Studies or General Subjects. Both teachers will be required to do extraneous duties of 15 hours per week average during term time, for which a non-superannuable allowance of £920 p.a. is paid. These posts will suit teachers who can work with other disciplines towards the development of a therapeutic community. Enquiries and visits welcomed by Headmaster.

DAY SCHOOLS

LANSDOWNE SCHOOL
Argyll Close, Dalyell Road, S W 9
Tel.: 01-737 3713
Educationally Sub-normal (M)
Near Stockwell Underground Station and bus routes
All-age mixed school
(Re-advertisement)
Required for April 25th, 1977:
Deputy Head Group 6(S). Vacancy due to retirement. Experienced teacher with the ability to accept responsibility for day to day running of the school. Please state special interests. Visits and enquiries welcomed by the Head Mistress.

STORMONT HOUSE SCHOOL
Downs Park Road, E5 8NP
Tel.: 01-985 4245
Roll: 113 delicate children, aged 5 to 16 years. Group 6(S).
Required as soon as possible:
(1) Housecraft Teacher, Scale 2(S), with responsibility for Textiles (small groups) C.S.E., Housecraft and Child Care courses. Willingness to liaise with local college of further education and schools essential. Special Schools' experience desirable but not essential.
(2) Part-time Music Teacher (two days). Does not need to be a music specialist but should have a basic knowledge of recorder work.
Visits welcomed. (A.T.)

OTHER APPOINTMENTS

HOME TUITION CENTRE (DO4), St. Mary's Hall, Whiston Road, London, E.2
Applications are invited from qualified and experienced teachers for appointment as Teacher-in-charge (salary Scale 3 without special schools addition) of this home tuition centre.
The centre was established to coordinate the work of home tuition teachers and provide a base for their activities. The teacher in-charge promotes the work of the home tutors and occasionally arranges some group activities for certain pupils. Applicants should have good all-round teaching experience preferably including contact with disturbed children. It would be useful if applicants could organize some aspect of the Arts or a Craft but it is essential that they should have a flexible, common sense approach to their work.
Further details and application forms available from The Education Officer, EO/TS3, The County Hall, London, SE1 7PB. Please enclose a self-addressed envelope.

SHIRLEY PRIMARY J.M. & I. SCHOOL
Glenthorne Avenue, Shirley, Croydon, Surrey, CR0 7EZ.
Required as soon as possible:—
An experienced teacher for juniors in this school which provides education for children in group homes at 121, Wickham Road, in the care of the London Borough of Lambeth. Scale 2 post for a teacher able to undertake responsibility for the development and use of Library and Audio-Visual Aids. Outer Area London Allowance £297 p.a.

OTHER APPOINTMENTS

SAILING AND ENVIRONMENTAL STUDIES

A Thames Sailing Barge, which has been adapted to accommodate a skipper and mate plus 12 secondary school pupils with an accompanying teacher, sails the east coast estuaries between April and October on planned environmental courses lasting 5 days.
From 1 April a qualified teacher is required for the post of teacher/mate. The person appointed would undertake the duties of mate on the barge and plan and supervise the educational programme for each party. Some experience of boats and sailing is essential. Salary will be the equivalent of Burnham Scale II until leave must be taken between November and March.
Application forms and further particulars obtainable from and returnable to the Education Officer (Secondary 7), The County Hall, London, SE1 7PB by 3 February. Tel.: 01-633 [illegible]

SANDWELL
(Metropolitan Borough of)
STUART BATHURST R.C. HIGH SCHOOL
Wood Green Road, Wednesbury, West Midlands
Required for Summer Term, 1977 TEACHER of SCIENCE, Scale 1 post.
The School is a 4 Form Entry, 11 to 18 Comprehensive School, housed in modern buildings and situated adjacent to Exit 9 of the M6 motorway.
Opportunity of teaching "A" level Physics available for suitable applicant.
Application forms available from, and returnable to, the Head Teacher at the School.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
ORME GIRLS' SCHOOL
(Mrs. W. Buxton, M.A.)
Victoria Road, Newcastle, Staffs.
(Group 10)
(Age-range 11 to 18 years)
(Number on Roll: 675 girls)
Required for 1st March, 1977, or as soon as possible thereafter SCIENCE GRADUATE, Scale 1, to teach PHYSICS to "O", "A" and "S" level with Chemistry to "O" level in this 5 Form Entry Girls' Grammar School with 150 girls in the Sixth Form. Scale 2 post available for suitably qualified and experienced teacher.
Applications by letter to the Headmistress as soon as possible giving age, qualifications and experience with the names and addresses of two referees.

SUFFOLK
COUNTY COUNCIL
ORWELL HIGH SCHOOL
(11 to 18 Mixed Roll: 1,086)
Maidstone Road, Felixstowe, IP11 9EF
Headmaster: M. Smith.
Required from the beginning of the summer term 1977 ASSISTANT TEACHER (Scale 1) for Science, able to teach full range and ability of 11 to 16 year old pupils. Teachers seeking first post welcomed.
Forms and details from the Head, stamped addressed envelope please, to be returned to him as soon as possible.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton
Required as soon as possible, a TEACHER of SCIENCE specialising in BIOLOGY and CHEMISTRY, to teach Science throughout the School, Scale 1.
Applications to Headmaster in first instance.

WEST SUSSEX
NORTH EASTERN AREA
ST. WILFRID'S R.C. SCHOOL
Old Horsham Road, Crawley, Sussex
(13 to 18 Sixth Form Entry. Mixed Comprehensive. Number on Roll: 650, 150 in Sixth Form)
Scale 1 ASSISTANT required April or September to teach BIOLOGY up to and including "A" level.
Favourable Housing Scheme.
Form and details from the Headmaster on receipt of foolscap stamped addressed envelope.

Speech and Drama

Other Posts on Scale 2 and above

GLOUCESTERSHIRE
TEWKESBURY SCHOOL
Newton, Tewkesbury
Required from 20th April, 1977, TEACHER to work under the Head of Music and Drama and be responsible for EDUCATIONAL DRAMA in this 10-form entry Mixed Comprehensive School. Purpose-built Drama Hall. Scale 2 post for suitably experienced Teacher.
Further information and application forms from the Headmaster. Enclose stamped addressed envelope.

Technical Studies

Heads of Department

BARKING
(London Borough of)
WARREN COMPREHENSIVE SCHOOL
Whalebone Lane North
Chadwell Heath, Romford
(Roll: 1,100)
Required April, 1977:
HEAD OF TECHNICAL STUDIES AND ENGINEERING DEPARTMENT. Well qualified and experienced TEACHER to lead an energetic team in an expanding department with good facilities.
Informal visits welcomed (Tel. No. 01-590 3107). Scale 4 plus £402 London addition.
Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) available from the Headteacher at the school returnable by 3rd February, 1977.

CAMBRIDGESHIRE
HUNTINGDON AREA
ST. IVO SCHOOL
High Leys, St. Ives, Cambridgeshire
Required for April 1977 or as soon as possible thereafter, HEAD of TECHNICAL STUDIES, Scale 3. The school has fine modern facilities and purpose built Craft Block.
Application forms and further information available from the Headmaster at the school on receipt of a stamped addressed envelope.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
A TEACHER (Scale 3) is required to take responsibility for the teaching of wood, metal and other crafts within the DESIGN FACULTY. There are five modern workshops, facilities are good and courses exist to "O" level with opportunities for development in the 16 to 18 age group. The school has a 7 form entry covering the whole ability range.
Application forms and further details can be obtained from the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU.

Other Posts on Scale 2 and above

DONCASTER
EDUCATION COMMITTEE
WOODFIELD HIGH SCHOOL
Weston Road, Doncaster
DN4 8ND
Telephone Doncaster 852347
(Number on Roll 850)

Required for Easter, 1977
Scale 2 TEACHER,

TECHNICAL STUDIES, to concentrate on Woodwork but knowledge of Metalwork and Technical Drawing would be advantageous.

Closing date January 28, 1977.

Further information obtainable from the Head of the above school;

Apply by letter to the Head of the above school, stating full curriculum vitae and the names of two referees, as soon as possible.

DORSET
BLANDFORD HIGH SCHOOL
Blandford
(11-14 mixed Comprehensive: roll 700)
Required April: TEACHER of CRAFT & DESIGN, Scale 2, with three-dimensional interests and ability to work in metalwork. The school is scheduled to become a 13 Middle School.
Further details and application form (stamped addressed envelope) from Headmaster.

Royal County of BERKSHIRE

Closing date for all posts: 9 February, 1977

Application forms and further details from the Head Teacher unless indicated otherwise. Please enclose a stamped addressed envelope.
Lodging allowance and removal expenses schemes in operation. Mortgage nomination facilities have been negotiated with a number of building societies.

Secondary Education

HEADS OF DEPARTMENT

BULMERSHE SCHOOL,
Chequers Way, Woodley, Reading
Roll 1,385, mixed 11-18 comprehensive
HEAD of PHYSICS Scale 3.
For Summer term, to work in large science department under a Head of Faculty. Good results are obtained at 'O' and 'A' level and the person appointed will be expected to organise courses for C.S.E., 'O' and 'A' level work. Please quote WSA 1406.

HEAD of SOCIAL STUDIES Scale 3
For Summer term. This is a well-established department within the Humanities Faculty and the post requires a person with the ability to organise the teaching of C.S.E., 'O' and 'A' level social science (Economics and Sociology) courses.
Experience of curriculum development in social studies would be a useful attribute. Please quote WSA 1346.

HISTORY Scale 1

ALFRED SUTTON GIRLS' SCHOOL
Green Road, Reading RG6 2BS
For September. Roll 850, 11-18 comprehensive. To assist in the TEACHING of HISTORY throughout the school. Well-equipped department with long-established courses in C.S.E., 'O' and 'A' level.

MATHEMATICS Scale 1

THE HOLT SCHOOL,
Wokingham, Berks.
For mid-February or as soon as possible, a qualified TEACHER of MATHEMATICS. Roll 1,050 girls 11-18 comprehensive. This post involves teaching to 'A' level (Traditional course) and Modern Mathematics to 'O' level.
Apply to the Headmistress with details and names of two referees, quoting ref: WSA 1376.

PASTORAL DEPUTY HEAD MIDDLE SCHOOL Scale 3

BULMERSHE SCHOOL,
Chequers Way, Woodley, Berks.
For April 1977. Roll 1,385, mixed 11-18 comprehensive. To take charge of Year 5, reverting to Year 3 in September 1977. Please quote WSA 1360.

TECHNICAL CRAFT Scale 2

BULMERSHE SCHOOL,
Chequers Way, Woodley, Berks.
Required immediately. Roll 1,385, mixed comprehensive. TEACHER with skills in METAL and WOOD to join a young and enthusiastic team in the Design Centre and work mainly in the Heavy Craft area, although there will be opportunity for work in other areas if so desired. Please quote WSA 2060.

JP/1/14/4

SECONDARY
Technical Studies
continued

ESSEX

THE BRAMSTON SCHOOL
(Roll 1,400)
Spinks Lane, Witham
(Tel.: Witham 513911)

SECOND in CRAFT department.
Scale 2. Required in April, an experienced and able CRAFT TEACHER to join a department which is well-organized and equipped. A strong metalwork bias preferred.

CHALVEDON COMPREHENSIVE (11 TO 18) SCHOOL
(Roll 1,570)
Wickford Avenue, Pitsea, Basildon
(Tel.: Basildon 552536)

TECHNICAL STUDIES

Required Easter 1977, for mainly METALWORK with some TECHNICAL DRAWING. Possibility of Scale 2 for suitably qualified and experienced applicant.
Outer London fringe allowance payable, possibility of rented accommodation.

HAMPSHIRE

BITTERNE PARK SCHOOL
Dimond Road, Southampton
(Comprehensive Mixed; 1,035 on roll)
Required as soon as possible: TECHNICAL STUDIES. Scale 3.
Stamped addressed envelope to Head for details.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

ROCHESTER, BEDE SECONDARY (MIXED) SCHOOL
Carnation Road, Watling Street, Strood

Required from beginning of Summer Term, April, 1977, a TEACHER for TECHNICAL SUBJECTS. This well-equipped Department offers a wide range of Technical subjects to boys and girls, including Design, Woodwork, Technical Drawing, Metalwork, Motor Vehicle Engineering and Project Technology. Good opportunities for C.S.E. and "O" level work. Scale 3 available for suitably qualified applicants who would also be prepared to take responsibility for some Pastoral or Careers work.
Please apply to the Headmaster giving full details—two referees.

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for Easter, 1977:
TECHNICAL STUDIES
Scale 3

A well qualified and experienced TEACHER to join TECHNICAL STUDIES supply team.
The team works closely with the Inspector for Technical Studies, and the successful candidate will be able to make a significant contribution to the development of Design and Technology in schools.
Application forms and further details available from the Director of Education, Education Offices, St John's Square, Wolverhampton, WV2 4DB.
Applications to be returned within ten days of this advertisement.

Scale 1 Posts

AVON COUNTY

EDUCATION SERVICE
ASHTON PARK SCHOOL
Blackmoors Lane, Bower Ashton, Bristol BS3 2JL
(Mixed 11 to 18 years. Comprehensive, 1,400)

Modern building, extensive parkland, South West of Bristol.
For April 1977: Full time TEACHER for DESIGN DEPARTMENT to teach WOODWORK and METALWORK mainly in the Lower School forms 1 and 2. Scale 1.
Apply direct to the Headmaster giving full details and names and addresses of two referees.

BERKSHIRE

THE FOREST SCHOOL
Robin Hood Lane, Winnersh.
For the Summer Term, or September.

A CRAFT TEACHER in this boys' comprehensive school (previously grammar), roll about 1,000, to take a full share in the work of the Technical Department in excellent workshops.
Lodging allowance and removal expenses schemes in operation. Mortgage nomination facilities have been negotiated with a number of building societies.
Further particulars and application form from the Headmaster. Please quote ref. WSA 1416. Closing date: 7th February.

CROYDON

(London Borough of)
LANFRANC HIGH SCHOOL
Mitcham Road, Croydon CR0 3AB
Tel. 01-684 1255

Tenable: Easter 1977
TEACHER of TECHNICAL DRAWING and MATHEMATICS in this 11 to 16 mixed comprehensive school required, teaching up to "O" level standard.
Salary Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

ENFIELD

(London Borough of)
EDUCATION COMMITTEE
ARNOS SCHOOL
(COMPREHENSIVE)
Wilmer Way, Southgate, London N14 7HY
(Roll 717)

Required Easter, 1977, or as soon as possible, TEACHER of DESIGN and TECHNICAL STUDIES, able to take charge of one of the major disciplines in this area. Applicants should be interested in a problem-solving approach to craftwork. Scale 2 post available for a suitably experienced teacher but also newly-qualified applicants will also be considered.
Consideration given to the following 100 per cent removal expenses (£400 maximum), generous assistance with relocation costs, temporary housing accommodation for up to two years. £10 a week lodging allowance (up to four months) in certain cases.
Application forms obtainable from the Headmaster, to whom they should be returned as soon as possible.

HILLINGDON

(London Borough of)
SOUTHBOURNE SCHOOL
Southbourne Gardens, Ruislip, Middlesex HA4 9TH
(Number on roll 913: 62 in sixth form)

Headmaster: J. L. Stibbs, M.A.
Required for September 1977, TEACHER of TECHNICAL SUBJECTS (Scale 1) with a bias towards Metalwork
The post is suitable for an applicant seeking his/her first appointment in September.
Application forms from and returnable to the Headmaster.
London Allowance Payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR BOYS
Astor Avenue, Dover.
Number on Roll: [illegible]

Required for September 1977, a TEACHER to join a team of four in the TECHNICAL STUDIES Department.
The person appointed will teach mainly Woodwork including Design and Technology to Ordinary level together with some Technical Drawing.
A willingness to join in the well-established after-school departmental activities would be especially welcome.
A newly qualified teacher would be considered.
Letters of application (no forms) with the names of two referees, should be addressed to the Headmaster as soon as possible.

EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS AND ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Dame Elizabeth Cadbury School, Woodbrooke Road, B30 1UL
Scale 3. HEAD of HISTORY—C.S.E. 'O' and 'A' level courses.

Four Dwellings School, Quinton B32 1RJ
Required September, 1977: HEAD of HOME ECONOMICS, Scale 4. Amongst the special facilities at the school, there are three Home Economics Rooms.

Hamstead Hall School, Craythorne Avenue, B20 1HL
Scale 4. HEAD of SCIENCE: to continue developing well-established courses in major Science subjects to C.S.E. and G.C.E. 'O' and 'A' levels.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 2 POSTS AND ABOVE

St. Edmund Campion R.C. School, Sutton Road, Erdington, B23 5XA
(All-ability—1,100 pupils 11-18 mixed)
Required for Easter, 1977, or as soon as possible thereafter: HEAD OF THE HISTORY DEPARTMENT (Scale 3). Courses established to 'O' and 'A' level, and C.S.E.
Application forms and further details from Correspondent at the school, to whom they should be returned as soon as possible.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with stamped addressed envelope and the names of two referees.

Erdington School, Kingsbury Road, B24 8RE
Required for Easter or September, 1977:
Teacher to be responsible for NEEDLEWORK throughout the school to 'A' level and to share in the teaching of COOKERY up to 'O' level.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

LEICESTERSHIRE

KIBWORTH HIGH SCHOOL
School Road, Kibworth Beauchamp, Leicestershire
In the Leicestershire Plan for the Organisation of Secondary Education
High 11-14
Roll 740

CRAFT
Scale 1

Required for Easter (or September, 1977) TEACHER of CRAFTS, specialising in Woodwork-Metalwork. Interest in plastics an advantage.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

MERTON

(London Borough of)
EDUCATION COMMITTEE
GARTH HIGH SCHOOL
Lilleshall Road, Morden, SM4 6DU
Headmaster: Mr. J. P. Allres, B.Sc.
(Tel. No. 01-648 4011)
(age range 13 to 18 years)

Required as soon as possible a full-time or part-time temporary or permanent TEACHER for CRAFT (WOODWORK/METALWORK).
London Allowance £402.
Apply in writing to the Headmaster stating qualifications and experience, enclosing a stamped addressed envelope.
Closes—4th February, 1977.

NORTHAMPTON

WESTON FAVELL UPPER SCHOOL
Booth Lane South, Northampton NN3 3EZ

Required for September, 1977, at this co-educational comprehensive school for 1,600 pupils in the age range 13 to 18 an ASSISTANT TEACHER of TECHNICAL STUDIES with particular interest in Metalcraft to join the Design Department.
Application forms and further details from the Headmaster (stamped addressed envelope).

OLDHAM

(Metropolitan Borough of)
EDUCATION COMMITTEE
SOUTH CHADDERTON SCHOOL
Butterworth Lane, Chadderton, Oldham

Required as soon as possible at this 11 to 16 Mixed Comprehensive School of about 1,050 pupils, Scale 1 TEACHER of ENGINEERING WORKSHOP Theory and Practice and/or GEOMETRICAL and ENGINEERING DRAWING for temporary post in first instance, both subjects taught to C.S.E. and "O" level. Candidate able to offer WOODWORK, TECHNICAL DRAWING may be considered.
Send stamped addressed envelope for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him immediately.

POWYS

COUNTY COUNCIL
EDUCATION COMMITTEE

BRECON HIGH SCHOOL
Telephone: Brecon 2361-2

Required for 1st May, 1977, a suitably qualified ASSISTANT TEACHER to join a team of six in a well-established TECHNICAL STUDIES DEPARTMENT. The successful applicant will teach mainly Woodwork and Technical Drawing but must also be prepared to take part in project work, sometimes outside the field of Technical Studies with non-examination students. Scale 1. (Reference: [illegible])
Application forms obtainable from the Headmaster (stamped addressed envelope, please) to whom completed forms should be returned by 2nd February, 1977.
Robert W. Bevan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

REDBRIDGE

(London Borough of)
BEAL HIGH SCHOOL
Woodford Bridge Road, Ilford, IG4 5LP
Telephone No.: 01-550 5755
Head: M. J. Manuel, M.A.

Required as soon as possible: Temporary TEACHER (Scale 1) or INSTRUCTOR of BOYS' CRAFT. Experience of teaching in Craft is not essential as all work is at Junior level and under the direction of the Head of Department.
Applications to Headmaster at the School.

WEST SUSSEX

SOUTHERN AREA
THE ANGMERING SCHOOL
Station Road, Angmering, Littlehampton
Mixed 11 to 18 Comprehensive: newly opened 1975
(Roll 730 September, 1977 (1st 3 years only)

Required September TEACHER for TECHNICAL STUDIES (Scale 1) willing to teach both METALWORK and WOODWORK in purpose built developing school. New practical facilities due for completion in September.
Details and form from Headmaster on receipt of foolscap stamped addressed envelope.

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for Easter, 1977:
HALL GREEN SCHOOL
TECHNICAL STUDIES

Scale 1. This 11 to 18 comprehensive school is situated on the eastern side of the borough.
Applications by letter (no forms) giving details of qualifications and curriculum vitae, to the Director of Education, Education Offices, St John's Square, Wolverhampton, WV2 4DB. Applications to be returned within seven days of this advertisement.

Other than by Subject Classification

Heads of Department

BEXLEY

(London Borough of)
PICARDY SCHOOL
Belvedere
(Roll 1,176)

Applications are invited for the post of DIRECTOR of COMPENSATORY and SUPPORTIVE EDUCATION, at this large, all-ability mixed school. The appointment will be made at Scale 4, but there is a possibility of further promotion. Applicants will be expected to have had substantial relevant experience and to hold suitable qualifications. The duties of the Director will include remedial provision, the development of sanctuary and withdrawal facilities, English as a second language, and responsibility for immigrant children, provision for any handicapped children who may join the school, and appropriate in-service courses. The successful candidate will be appointed from 1st September, 1977. Further details from Headmaster, Erith 41971.
I.L.A. £402. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms from Chief Education Officer for Schools (T7), Town Hall, Crayford, Kent.

COVENTRY (City of)

TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL
(1,600 on roll)

Required Autumn Term
Senior TEACHER to be HEAD of Upper School to have overall care of the 4th and 5th years with particular responsibility for sixth form. Applicants should be well qualified with an interest and preferably experienced in curriculum development, links with F.E. and careers.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmistress at the school, Nutbrook Avenue, Coventry CV4 9PW.

SOUTH GLAMORGAN

(County of)
BRYN HAFREN GIRLS' COMPREHENSIVE SCHOOL
(11 to 18: 12-form entry)
HEAD OF DEPARTMENT. Welsh Scale 3.

Required for April, 1977:—
GRADUATE to teach the subject throughout the school to "A" and "S" levels.
Application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.
T. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

WALTHAM FOREST

(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable.

Required for September, 1977:—
WALTHAMSTOW SENIOR HIGH SCHOOL
Church Hill, London E17 9RZ
Head teacher: Mrs. B. Beaumont, B.A.

HEAD of Sixth Form, Scale 4. Required for this girls' comprehensive senior high school (800 on roll, 14 to 19 years) to take charge of expanding sixth form of approximately 200 girls 16 to 19 years of a wide range of ability. The sixth form is housed in a separate unit with social facilities in addition to tutor rooms. A candidate with good academic qualifications and experience is sought to be responsible for the educational, social and general welfare of the students and for the co-ordination and oversight of all factors leading to this end.
Closing date, 11th February, 1977.
Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

WAKEFIELD (City of)

METROPOLITAN DISTRICT COUNCIL
OSSETT SCHOOL
Storrs Hill Road, Ossett, near Wakefield

Required for Easter, 1977:—
HEAD OF UPPER SCHOOL (Senior Teachers Scale) in charge of years 4 and 5 at this large mixed comprehensive school of 1,650 pupils.
Application forms and further details from the Head. Forms to be returned by January 31, 1977.

Other Posts on Scale 2 and above

HARROW

EDUCATION COMMITTEE
[illegible] HIGH SCHOOL, [illegible] Road, Harrow Weald HA3 [illegible]
(Tel No: 01-427 [illegible])

This borough is setting up small units in some of its high schools (13 to 16 years) to cater for pupils experiencing difficulties in adjusting totally to the normal school environment. A suitably qualified and experienced TEACHER, possibly with youth work training and/or experience, is required for the summer term, or earlier if possible, to help initiate and develop the unit at this mixed high school with approximately 900 pupils.
The teacher should be prepared to adopt varying approaches within a firm and sympathetic atmosphere, aimed at the reintegration of the pupils into the normal school environment and to work closely with senior staff involved in the pastoral and academic life of the school. Scale 3 post available for a suitably qualified and experienced teacher.
Housing accommodation may be available in suitable cases; reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week; and up to £200 towards legal and estate agent fees may be payable.
Application forms from and to be returned to the Head of the school by January 31, 1977 (Please enclose stamped addressed envelope).

SANDWELL

(Metropolitan Borough of)
ST. MICHAEL'S C.E. HIGH SCHOOL
Throne Road, Rowley Regis, Warley, West Midlands

Required for summer term 1977:—
YOUTH TUTOR—Scale 3 post.
Application forms and further details available from the Director of Education, Education Department, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands B70 8RG.
Completed forms to be returned to the Head Teacher at the school.
Closing date: February 4, 1977.

Scale 1 Posts

BERKSHIRE

NEWLANDS COUNTY SECONDARY SCHOOL
Farm Road, Maidenhead
(Roll 1,080: girls: comprehensive)

For April (earlier if possible):—
Temporary TEACHER of ENGLISH, HISTORY and GEOGRAPHY to work mainly in Junior School until 31st August, 1977.
London Fringe Allowance £100 per annum.
Forms and further details from the Headmistress (stamped addressed envelope). Closing date: January 31st.

CROYDON

(London Borough of)
DAVIDSON HIGH SCHOOL
Davidson Road
Croydon CR0 6DD
Tel: 01-656 0913

Tenable: 19th April 1977
A TEACHER offering a combination of BOYS' P.E./GAMES and MATHEMATICS is required in this 11-14 mixed comprehensive school.
Salary—Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DUDLEY

METROPOLITAN BOROUGH

THE GRANGE SCHOOL
Grange Lane, Stourbridge, West Midlands DY9 7HS
(11 to 18; coeducational; comprehensive; 1,140 on roll)

Required for April 25, 1977, temporary TEACHER for MATHEMATICS and SCIENCE.
Apply to the Headmaster by February 4, 1977.

HARINGEY

(London Borough of)
EDUCATION SERVICE
YOUTH/COMMUNITY TUTOR
ALEXANDRA PARK SHOOL
Salary: Range 3 points 2-6 £4,251-£4,722 inclusive.

Applications are invited from qualified YOUTH LEADERS or COMMUNITY CENTRE WARDENS (this includes those with the status of qualified teacher and holders of a University degree or diploma in Social Science) for the post of YOUTH TUTOR at Alexandra Park School, Park Road, N.11, a fairly large comprehensive school. Duties will include the administration and organisation of the school based Youth Association, liaison with voluntary youth and adult organisations in the area and teaching in the school for one day each week.
Application forms and further details obtainable from:
Chief Education Officer (Ref. [illegible]), Further Education Division, [illegible] High Road, Tottenham N17 [illegible], tel. 01-801 [illegible] Ext. 20.
Closing date 11th February, 1977.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

THANET DIVISION

THE CHARLES DICKENS SECONDARY SCHOOL
Broadstairs, Kent
(Roll [illegible])
ASSISTANT TEACHER (Scale 1) to teach MATHEMATICS from Summer Term 1977. An ability to assist with SCIENCE or PE GAMES an advantage.
Applications to Headmaster with names of two referees.

LEICESTERSHIRE

GROBY NEW COMMUNITY COLLEGE
Opening August 1977.
For advertisement re LIBRARY/RESOURCES TUTOR see block advertisement under "Secondary Education".

NEWHAM

(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London E6 [illegible]
(Roll 1,677)
Head Teacher, Mr. D. R. A. Williams

Required immediately—
TEACHER required to fill a vacancy which has arisen through ill-health. Scale 1.
"O" level and C.S.E. work in Religious Education is available to a suitable candidate, whose commitment in English would be mainly with years 1 and 2.
Burnham Scales plus London allowance £402 plus annual supplement [illegible].
Application forms may be obtained from the Head Teacher (tel.: [illegible]) and should be returned to the school as soon as possible. Please enclose stamped addressed envelope for acknowledgement.

ST. HELENS

EDUCATION COMMITTEE

SECONDARY SCHOOL
HAYDOCK HIGH SCHOOL
(11 to 16 Years)
Clipsley Lane, Haydock, St. Helens

MATHEMATICS / SCIENCE (Scale 1), required as soon as possible.
Application forms are available from the Headmaster, to whom they should be returned immediately.

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools

SIXTH FORM COLLEGE
SECOND MASTER/MISTRESS
(GROUP 10)

BEDE SIXTH FORM COLLEGE (Roll 233)
Marsh House Avenue, Billingham, Cleveland TS23 3HB
(Tel.: Stockton 561444)

Applications are invited for the post of SECOND MASTER/MISTRESS which will become vacant in September. The successful applicant will join a management team of four.
The College, which was opened in 1973, is housed in attractive premises adapted from a former secondary school building and has accommodation for 300 students.
The College is co-educational and has an open entry admission policy. The vacancy is caused by the retirement of the present Second Mistress.

11-18 SCHOOLS
SCALE 3—ENGLISH

ENGLISH MARTYRS R.C. SCHOOL (Roll 1,526)
Catcote Road, Hartlepool, Cleveland
(Tel.: Hartlepool 3700)

Required for Easter, 1977, a teacher to be Second in ENGLISH Department. There are established C.S.E., 'O' and 'A' level courses. An interest in Drama or Library could be an advantage.

SCALE 1—MUSIC

DYKE HOUSE SCHOOL (Roll 1,305)
Mapleton Road, Hartlepool, Cleveland
(Tel.: Hartlepool 66377)

Required for April, 1977, a teacher for MUSIC.

11-16 SCHOOLS
SCALE 2—ENGLISH

SHERATON SCHOOL (Roll 971)
Kelton Road, Stockton, Cleveland TS19 8BU
(Tel.: Stockton 615221)

Required for Easter, 1977, a teacher to be Second in the ENGLISH DEPARTMENT.

SCALE 2—GIRLS' PHYSICAL EDUCATION

NORTON SCHOOL (Roll 1,017)
Berkshire Road, Stockton, Cleveland TS20 2RD
(Tel.: Stockton 557361)

Required for Easter, 1977, a teacher to be responsible for GIRLS' PHYSICAL EDUCATION.

SCALE 2—HOME ECONOMICS

ST. GEORGE'S R.C. SCHOOL (Roll 841)
Cowley Road, Acklam, Middlesbrough, Cleveland TS5 7EY
(Tel.: Middlesbrough 822124)

Required for Easter, 1977, a teacher for HOME ECONOMICS.

SCALE 2—HOME ECONOMICS

WESTFIELDS SCHOOL (Roll 1,124)
Kirkleatham Lane, Redcar, Cleveland
(Tel.: Redcar 73211)

Required for Easter, 1977, a teacher for HOME ECONOMICS.

SCALE 2—REMEDIAL EDUCATION

ST. GEORGE'S R.C. SCHOOL (Roll 841)
Cowley Road, Acklam, Middlesbrough, Cleveland TS5 7EY
(Tel.: Middlesbrough 822124)

Required for Easter, 1977, a teacher to be responsible for REMEDIAL EDUCATION, especially in English.

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers/Principal at the addresses shown above. Application by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher(s) at the addresses shown above within 14 days of the appearance of this advertisement.

SECONDARY
continued

Appointments in Scotland

DUMFRIES AND GALLOWAY

REGIONAL COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the undernoted posts:

TEACHER OF HOME ECONOMICS
ANNAN ACADEMY
Head Teacher: Mr. R. Dalgliesh
Telephone: Annan 2954/5
Annan Academy is a six-year Comprehensive School with a roll of 1,316.

TEACHER OF MUSIC
LANGHOLM ACADEMY
Head Teacher: Mr. A. M. Blake
Telephone: Langholm 418
Langholm Academy is a four-year Secondary School with a roll of 257.

Application forms and further information may be obtained from the undersigned to whom completed forms should be returned within 14 days of the appearance of this advertisement.
J. K. Purves, Director of Education, Education Offices, 30 Edinburgh Road, Dumfries. DG1 1JQ.

Sixth Form and Tertiary Colleges

Scale 1 Posts

ESSEX

SOUTH-EAST ESSEX SIXTH FORM COLLEGE
(Roll 880: all-ability students)
Runnymede Chase, Thundersley Benfleet
Telephone: South Benfleet (03745) 56111

RELIGIOUS STUDIES

Required for September, 1977: Good Honours GRADUATE to teach RELIGIOUS STUDIES at all levels up to Open Scholarship standard in a thriving department. Possible Scale 2 post for an experienced candidate but applications from newly qualified graduate teachers welcome.
Application forms and further particulars from the Principal, on receipt of a stamped addressed envelope.

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

		Responsibility Allowance
EAST LOTHIAN DIVISION—PRIMARY		
HEAD TEACHER		
Stenton Primary School Dunbar		£657
SECONDARY		
ASSISTANT PRINCIPAL TEACHER		
Preston Lodge High School	Guidance	£607
TEACHING POST		
Musselburgh Grammar School	Modern Languages	
EDINBURGH DIVISION—SECONDARY		
PRINCIPAL TEACHER		
Craigmount High School	Business Studies/Economics	£1,713
ASSISTANT PRINCIPAL TEACHER		
Liberton High School	Business Studies/Economics	£756
TEACHING POST		
Firrhill High School	French/German	
WEST LOTHIAN DIVISION—PRIMARY		
ASSISTANT HEAD TEACHER		
Knightsridge Primary School	Early Education	£729

Salaries in accordance with the current Scottish Teachers Salaries Memorandum.
Candidates should specify for which post they wish to apply.
Application forms are available from the appropriate Divisional Education Officers at the following addresses:—
Mr C. F. Pert Divisional Education Officer, East Lothian Division, County Buildings, Court Street, Haddington, East Lothian.
Mr G. E. Ferguson, Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr A. Sinclair, Divisional Education Officer, West Lothian Division, 89/91 High Street, Linlithgow.
The closing date is 4 FEBRUARY, 1977.

METROPOLITAN BOROUGH OF
SEFTON
EDUCATION COMMITTEE

RANGE HIGH SCHOOL
Stapleton Road, Formby, Liverpool L37 2YN
(Telephone: Formby 78315)
Headmaster: G. K. Leech, B.A.

Range High School opened in September, 1975, with an initial intake of 165 eleven year old boys and girls. By September, 1977, there will be approximately 600 on roll and the school will develop as a seven form entry 11-18 comprehensive school, serving the area to the west of Formby which is a pleasant coastal town seven miles south of Southport.

The following additional staff are required for September, 1977, owing to the growth of the school:

1 HEAD OF HOUSE (Scale 3 initially)
Two Posts, with responsibility for the welfare and discipline of pupils within their houses.

2 HEAD OF RELIGIOUS EDUCATION DEPARTMENT (Scale 2 initially)
An enthusiastic teacher is sought who will develop the subject at all levels.

3 HEAD OF BIOLOGY DEPARTMENT (Scale 2 initially)
The person appointed will be expected to devise syllabuses for CSE "O" and "A" level courses, and to help with the developing of junior science and upper school non-examination courses.

4 TEACHER OF MATHEMATICS (Scale 1)
A well qualified Mathematician is required to teach SMP with an opportunity to undertake examination work and to develop other courses as the school grows.

5 TEACHER OF HISTORY (Scale 1)
To share the teaching of History with the Head of the Department with eventual opportunity to do examination work.

6 TEACHER OF GERMAN AND FRENCH (Scale 1)
To be responsible for the development of the teaching of German throughout the school and for teaching French mainly in the lower school.

Application forms and further details about the school and each post are available from the Headmaster on receipt of a stamped addressed envelope. Closing date Wednesday, 2nd February, 1977.

Special Education

Headships

STAFFORDSHIRE

EDUCATION COMMITTEE
MARSHLANDS (E.S.N.(S)) SCHOOL,
Landsdowne Way, Wildwood
Stafford
Roll: 52
HEAD TEACHER, Group 5(S) required for April, 1977.
Marshlands is a newly opened replacement school. Applicants should desirably have experience in the teaching of E.S.N. (S) children in addition to teaching in other areas of education.
Application forms and further particulars obtainable from and returnable to the Chief Education Officer (Staffing), Education Offices, Tipping Street, Stafford ST16 2LP (stamped addressed envelope).

Deputy Headships
Senior Masters/ Mistresses

BEXLEY

(London Borough of)
MARLBOROUGH SCHOOL
Headmistress: Miss L. P. L. Edwards
Telephone: 01-300 6896
DEPUTY HEAD TEACHER required Summer term 1977, i.e. 19th April. Applications are invited from suitably experienced teachers. Holders of the Training Council Diploma for teaching mentally handicapped children and/or with wide experience of teaching E.S.N.(S.) children are particularly invited to apply.
This purpose-built school opened in 1970 and caters for 80 pupils (age range three to 17 years).
Visits to school can be arranged.
Closing date: 1st February 1977.
Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms from Chief Education Officer for Schools (T6), Town Hall, Crayford, Kent.

ESSEX

HOMESTEAD SCHOOL
(Roll 48)
School Road, Langham
near Colchester
Telephone: Boxted 303
DEPUTY HEAD TEACHER
(48)

Required at this residential school for maladjusted boys aged 11 to 16. A qualification in special education is desirable: experience with problem children essential. Married or single accommodation is available. Salary and conditions in accordance with national agreements.
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

TONBRIDGE AND MALLING DIVISION

DEPUTY HEAD
MALLING HOUSE SCHOOL
Town Hill, West Malling, Maidstone, Kent
DEPUTY HEAD required for the above special boarding school for senior maladjusted girls. To commence duties from Easter, 1977.
Further details and application form from the Headmaster (West Malling 843918). At the above address.
Closing date for applications February 11, 1977.

LANCASTER

THE SPASTICS SOCIETY
Appointment of SENIOR LECTURER to act as Deputy to the Principal: See main display advertisement under Colleges of Further Education Principals.

LIVERPOOL

GREENAWAYS SCHOOL
Beechwood Road, Liverpool
L19 0LD

require as soon as possible DEPUTY HEADTEACHER GROUP 3(8) to take charge of this school's nursery class, which acts as an assessment unit for E.S.N.(M) and E.S.N.(S) children aged between 3 to 7 years of age.
An ability to teach music throughout the school is desirable.
Forms and details obtainable from (stamped addressed envelope) and returnable to the Director of Education, Personal Services Section, 14 Sir Thomas Street, Liverpool L1 6BJ.

NEWCASTLE upon Tyne

(City of)
EDUCATION COMMITTEE
SHERIFF LEAS E.S.N.(S) SCHOOL
Appointment of DEPUTY HEAD TEACHER
Salary Scale £4,893 to £5,493 plus £312 supplement
A DEPUTY HEAD TEACHER is required as soon as possible for Sheriff Leas School. Applications are invited from suitably qualified persons with considerable experience in the field of special education. An advanced qualification in special education would be an advantage.
Sheriff Leas School provides education for 120 children aged 3½ to 16 years and has a special care unit for 20 children.
Further details and application forms are obtainable from the Director of Education, Special Services Section, Civic Centre, Barras Bridge, Newcastle upon Tyne, NE1 8PU. Application forms should be returned by January 28, 1977.

Other Posts on Scale 2 and above

AVON COUNTY

EDUCATIONAL SERVICE FOR THE HEARING IMPAIRED
CAREERS, FURTHER EDUCATION
Two qualified TEACHERS of the DEAF required. One post immediately available; the second in September 1977. Previous practical experience in this work an advantage. Scale 2 or 3 available dependent on qualifications and experience.
Further details and application form (returnable immediately) from the Head of Service, Elmfield House, Greystoke Avenue, Westbury-on-Trym, Bristol.

BEDFORDSHIRE

EDUCATION SERVICE
HITCHMEAD MIXED DAY E.S.N.(M) SCHOOL
Hitchmead Road, Biggleswade SG18 0NF
Headmaster: Mr. A. P. Neville.
Telephone: 0767 312293
From April, 1977, or earlier if possible.
A vacancy exists for a qualified and experienced TEACHER of [illegible] with an interest in HOME ECONOMICS. Scale 2 is available for a suitable applicant.
Application forms and further details may be obtained from the Headmaster at the school.

BEDFORDSHIRE

EDUCATION SERVICE
ST. MARGARET'S RESIDENTIAL SCHOOL,
Great Gaddesden,
Hemel Hempstead, Herts.
Required for April, 1977. CRAFT TEACHER, Scale 2S. Broad approach to craft education wood/metal, plastics, etc. Workshops to be replanned in near future. Rural environment. Extraneous duty option. Married or single accommodation available.
Application form and further details obtainable from the Headmaster at the School.

BEXLEY

(London Borough of)
SHENSTONE SCHOOL
Applications are invited from suitably experienced TEACHERS, Holders of the Training Council Diploma for teaching mentally handicapped children and/or with wide experience of teaching E.S.N.(S) children are particularly invited to apply for a Scale 2 post at this purpose-built school for 80 E.S.N.(S.) children. A teacher is required from the Summer term. Ability to teach children in the Special Care Unit will be especially welcome. An interest in swimming an advantage. A physiotherapist visits the class each afternoon. Hydro-therapy pool on school premises.
Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms from Chief Education Officer for Schools (T6), Town Hall, Crayford, Kent.

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
SLATED ROW SCHOOL
Wolverton, Milton Keynes
Required for April 1977 for this new E.S.N.(M.) Day School, TEACHERS for the LOWER, MIDDLE and UPPER SCHOOL age ranges. Scale 2(S) and 3(S) posts are available for suitably qualified and experienced candidates. Experience in special education is essential.
Applications by letter to the Head giving full personal details, curriculum vitae and names and addresses of two referees at Slated Row School, Old Wolverton Road, Wolverton, Milton Keynes MK12.

CHESHIRE

EDUCATION COMMITTEE
HALTON DISTRICT
WADE DEACON COUNTY HIGH SCHOOL
Widnes
ASSISTANT TEACHER, Scale 2, plus Special School Allowance.
Required to take charge of a number of Partially Hearing children. Candidates should be appropriately qualified.
Application forms enclosing stamped addressed envelope obtainable from the District Education Officer, Education Department, Grosvenor House, Shopping City, Runcorn, to whom completed forms should be returned as soon as possible.

CROYDON

(London Borough of)
ST. GILES (P.H. & DEL.)
Featherbed Lane, Croydon CR0 9AA
Tel. 01-657 1723
Tenable: Easter 1977
TEACHER required to take WOODCRAFT and TECHNICAL DRAWING to CSE. An interest in enamelling and lapidary work an advantage.
Salary: Burnham Scale 2(S) with London Area Allowance plus £331 special schools allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON

BIDWELL BROOK SPECIAL SCHOOL
Shinners Bridge, Dartington, Totnes
Scale 2 post available in the department for E.S.N.(S.) pupils aged seven to 16.
Applicants should have considerable experience in Special Education.
Application forms and further details from Head Teacher, returnable by 4th February, 1977.

HAMPSHIRE

TEACHERS CENTRE
Lynchford Road, Farnborough
Required for April 20, 1977: an ASSISTANT ADVISORY TEACHER as a member of a team providing a service for children with learning difficulties in the schools of North East Hampshire.
Burnham Salary Scale 3.
Application forms and details from Area Education Officer, Crossways, Boundary Road, Farnborough.

HILLINGDON

(London Borough of)
PERIPATETIC REMEDIAL TEACHER
(Scale 3)
Applications are invited from teachers with experience in remedial education at the secondary level for this post which will be based at one of the Child Guidance Centres and will involve peripatetic work mainly at the secondary levels. Candidates should be able to drive and possess own means of transport. Interested candidates are invited to contact the Senior Peripatetic Remedial Teacher, Mrs S. Seymour, on Uxbridge 56521.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Telephone Uxbridge 50111, Ext 3469), to whom they should be returned as soon as possible.
London Allowance payable.
75 per cent removal expenses and some assistance with accommodation in appropriate cases.

HILLINGDON

(London Borough of)
TEACHERS of ENGLISH LANGUAGE to immigrant pupils.
A teacher (Scale 3) required to commence duties in April, 1977, or earlier if possible. Appointment will be to the Borough Service. Teaching will be mainly with groups of immigrant pupils with limited or no command of English. The successful candidate will be based at one of the Borough Secondary schools and will visit other nearby schools as necessary. The post affords interesting and exciting experience and possibilities in an important and developing field.
Application form and further particulars from the Director of Education, Civic Centre, Uxbridge, Middlesex, to whom they should be returned as soon as possible.
London Allowance payable: 75 per cent removal expenses.

HILLINGDON

(London Borough of)
GRANGEWOOD SCHOOL
Fore Street, Eastcote, Pinner, Middlesex
TEACHER in charge of Autistic Unit attached to this new school. Scale 3S.
Qualified TEACHER with experience of teaching children displaying a number of autistic features and who function at a severely subnormal level, required for beginning of the Summer Term 1977 at this new purpose built 10 place unit.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (tel: Uxbridge 50111, ext. 3469), to whom they should be returned as soon as possible.
London Allowance payable.
75 per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

GILLINGHAM DIVISION

THE RETREAT CENTRE
Orchard Street, Gillingham.
Applications are invited from well-qualified and experienced TEACHERS for the post of teacher responsible for [illegible] upon in Gillingham early in 1977. Scale 3.
Further details and application forms are available on receipt of a stamped addressed envelope from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent.

TONBRIDGE AND MALLING DIVISION

RETREAT CENTRE
Near Hadlow, Tonbridge, Kent
TEACHER required, Scale 3 post, for summer term, 1977, for a newly created centre for pupils with behaviour difficulties, who are not responding to the normal system of pastoral care.
For further details and application form apply Divisional Education Officer, Tonbridge and Malling Division, [illegible]
Closing date for applications February [illegible].

MAIDSTONE DIVISION

MAIDSTONE: BOWER GROVE SCHOOL
Required summer 1977, experienced TEACHER who is hardworking, well-organized, methodical and able to handle children in a firm but friendly manner. A class teacher with special interests of a practical nature, particularly with boys can be assigned in his preferred age range.
With proven experience Scale 2(S), otherwise possible Scale 2(S) if your principles and practices coincide with those of the school.
Further details obtainable from the Acting Headmaster (telephone: Maidstone 26775).

COUNTY OF
NORTH YORKSHIRE
LIDGETT GROVE SCHOOL ESN(S)
ACOMB, YORK

Head Teacher
(GROUP 6S)

The post of Head of this school will become vacant on 25th April, 1977, when the present Head retires.

Lidgett Grove School is situated in the urban area of York. There are currently 81 mentally handicapped children on roll including 20 who attend the special care unit.

Further details and application form (to be returned by 2nd February, 1977) from the County Education Officer, County Hall, Northallerton DL7 8AE.

WALSALL
Metropolitan Borough
Education Committee

Oakwood School,
Beacon Way, Off Salters Road,
Walsall Wood, Walsall

Head Teacher

Applications are invited for the post of HEAD TEACHER of this Group 4(S) day school for 60 E.S.N.(S) pupils, vacant as from the beginning of the Summer Term, 1977. Candidates should be qualified teachers with good experience of working with severely handicapped children.

Application forms and further details available from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DQ, to whom they should be returned as soon as possible.

County of Cleveland

SPECIAL SCHOOL

SECOND MASTER/MISTRESS

(GROUP 7s) (Re-advertisement)

THORNHILL SCHOOL FOR PHYSICALLY HANDICAPPED PUPILS (mixed handicaps)
Elmwood Road, Hartlepool, Cleveland

Required from Easter, 1977, for this new (replacement) all age school for 130 pupils. The school has been rebuilt on a shared basis with a secondary school in which integration of handicapped pupils will be encouraged, and the person appointed will be expected to be actively involved in the integration of pupils.

Financial assistance with household removal expenses is available in approved cases.

Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 4th February, 1977.

SPECIAL EDUCATION
Scale 2 Posts
continued

LEICESTERSHIRE
KNOSSINGTON GRANGE SCHOOL
Knossington, Nr Oakham

This school, which opens after Easter, is a newly established boarding school which will eventually cater for 40 maladjusted boys. The location and facilities are first rate and applications are invited from suitably qualified teachers for the following posts.

DEPUTY HEADMASTER 3(S). The person appointed will be experienced in residential work with disturbed children and will be expected to contribute decisively to every aspect of the schools organisation. Extraneous duty allowance of £920 per annum available.

ASSISTANT TEACHERS, Scale 1 or 2. Applications are sought from Junior and Secondary trained teachers who are able to work on a largely remedial basis with a group of 8 children. Work will be integrated and a real interest in the slow learner is called for. Possibility of Scale 2 appointments for suitably experienced candidates, also extraneous duties at £920 per annum and Special School allowance.

Applications, in writing, quoting two referees, to the Headmaster at the school before January 31, 1977. No forms.

NEWHAM
(London Borough of)
ELIZABETH FRY SCHOOL
Suffolk Road, London E13 0HB
Roll: 80

Headteacher: Mr C. C. Earley

Required as soon as possible:

TEACHER to take responsibility for C.S.E. and "O" level examination ENGLISH in this all age school for physically handicapped and delicate children.

The successful applicant would also be involved in our school leavers programme involving a wider ability range.

The post will provide the opportunity to develop drama throughout the school.

A great variety of facilities are available and a flexible experienced teacher would find this a challenging and rewarding position.

Scale 2B Post.

Burnham Scales, plus London allowance, £402, plus annual supplement, £312.

Application forms from the undersigned and should be returned immediately. Please enclose stamped addressed envelope for acknowledgement.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NORTHAMPTONSHIRE
(County Council)
DAVENTRY TUTORIAL UNIT
Market Square, Daventry, Northants

Applications are invited from experienced TEACHERS for April, 1977, at this newly established unit providing education for up to 15 children with emotional, behaviour or learning problems.

Salary Scale 3(S) is available to a suitably qualified applicant. Help may be given with removal expenses and housing may be available in the area.

Further details and application forms available from the County Education Officer (Ref. DLT), Northampton House, Northampton, NN1 2HX (stamped addressed envelope), to be returned as soon as possible.

NORTH YORKSHIRE
(County of)
NEWBY COUNTY SCHOOL
Newby, near Scarborough
Partially Hearing Unit
(Readvertisement)

Applications are invited from experienced and qualified TEACHERS of the DEAF for the post of TEACHER of Partially Hearing Children at a Partially Hearing Unit to be located at Newby County School, near Scarborough.

The person appointed will be required to provide specialist teaching for partially hearing children aged five to 11 years. Burnham Scale 2 plus the special class allowance. Applications from candidates who have already applied will be reconsidered.

Further particulars and application forms (to be returned by 2nd February, 1977) from the County Education Officer, County Hall, Northallerton DL7 8AE.

RICHMOND UPON THAMES
(London Borough of)

OLDFIELD SECONDARY SCHOOL
Buckingham Road
Hampton, TW12 3LT
(Senior Day Maladjusted School)

Experienced TEACHER required for Easter 1977 in this modern purpose-built school. Experience with either Physical Education or Crafts will be an advantage. Candidates will be expected to be able to make stable relationships with difficult children. Scale 2 post may be available for suitable candidate.

Outer London Allowance of £397 and Special School Allowance payable.

Forms (stamped addressed foolscap envelope) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the school by 31st January.

Cambridgeshire
Peterborough Area

Orton Centre for Mentally Handicapped Children
(Age range 3-16)

TEACHER
Scale II plus Special Schools Allowance

Required for Summer Term, 1977 :—

An experienced sympathetic teacher to develop a small unit for children with severe mental or physical handicaps. A suitable applicant will be appointed on Scale II plus Special Schools Allowance.

There is a possibility of assistance being given with housing in appropriate cases.

Further details and application forms are available from the Senior Area Education Officer, Touthill Close, City Road, Peterborough PE1 1UJ (s.a.e.) and should be returned not later than February 3, 1977.

THE WHITEFIELD SCHOOL
MacDonald Road, London, E.17
Headmaster: Mr. P. R. Turner, M.Ed.
E.S.N.(M) Division:

Deputy Team Leader
leading a team of 5 staff and 40 slow-learning children aged 10-12 years from experienced teachers with interests in a structured learning situation.
Scale II(s), plus London Allowance of £297.
Ref: U2/DL.

Nursery Observation Centre:

Deputy Head of Department
catering for children aged 2-5 years suspected of being intellectually retarded. Teaching groups consist of 12 handicapped children and two staff support each teacher. Applicants should be interested in observation and assessment techniques.
Scale II(s), plus London Allowance of £297.
Ref: DOC/DL.

This large special school provides a structured programme of education for a wide variety of handicapped children in separate departments. In-service training is offered to all members of the multi-disciplinary staff.

Application forms and further details from the Headmaster on receipt of a stamped addressed envelope. Please quote reference

Closing date February 4, 1977.

London Borough of
Waltham Forest

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
GREEN ARBOUR E.S.N.(S) SCHOOL

Required as soon as possible — TEACHER (Scale 2/3), available for suitable applicant. Class teacher for a group of senior children. The work involves a responsibility for the school leavers programme. It would be an advantage if applicants had experience with music and religious education.

Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel: 2181, ext. 3567.

H. W. Ellis, Director of Personnel Resources.

SANDWELL
(Metropolitan Borough of)
FITZWARREN DAY SPECIAL SCHOOL (ESN(M) Group 4)
Upper Church Lane, Tipton, West Midlands DY4 9PF
(Head Teacher: Mr. A. F. G. Griffiths)

TEACHER required, as soon as possible for senior boys. Interest in OUTDOOR PURSUITS and working with boys of leaving age an advantage. Scale 2B post available for suitable applicant. Previous special school experience not essential, but applicants should be sympathetic to the needs of children with learning difficulties.

Application forms, returnable by 31st January 1977, to the Head Teacher at the school.

STAFFORDSHIRE
EDUCATION COMMITTEE
ROCKLANDS (E.S.N.(S)) SCHOOL
Wissage Road, Lichfield
Roll: 64

Applications are invited for a vacancy arising April, 1977. A Scale 2 post may be available.

Application forms obtainable from and returnable to the Head Teacher.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
PERIPATETIC TEACHER OF THE VISUALLY HANDICAPPED

Applications are invited for this interesting new post from suitably qualified persons to commence Summer Term 1977 or as soon as possible.

Duties will be mainly assisting visually handicapped children in ordinary schools, pre-school parent guidance and liaison with other agencies.

Salary: Burnham Scale 3; casual car allowance.

Further details and application forms from the Chief Education Officer 9508/Mc 8 Bond Street, Wakefield to whom they should be returned by not later than 31 January 1977.

WILTSHIRE
THE BADGEWORTH GROUP
CLOUDS HOUSE SCHOOL
East Knoyle, near Salisbury
(Number on Roll, 48 boys, age 7 to 16 years)

NON-RESIDENT TEACHER Scale 3 post—GENERAL SUBJECTS.

Required for 1st May, 1977 at the above Recognized Independent School for emotionally disturbed boys, suitably qualified and experienced Teacher: some knowledge of the techniques appropriate to remedial work would be an advantage.

The post is primarily non-resident but the successful candidate would be expected to perform extraneous sleeping-in duties, as per rota.

Salary: Burnham Scale 3, plus Special Schools Allowance, plus Extraneous Duty Allowance, plus Sleeping-in Allowance.

Applications (forms) to:—
The Director, Badgeworth Group of Special Schools, Badgeworth Court School, Badgeworth, near Cheltenham, Glos. Telephone: Churchdown (0452) 713187.

Scale 1 Posts

BARKING
(London Borough of)
CASTLE SCHOOL
(Roll 72)

Two TEACHERS required for this day special integrated E.S.N./S.S.N. school for which a new wing has been built. Experience with handicapped children desirable but applications also considered from experienced primary and secondary teachers able to offer general class teaching plus any of the following: Domestic Science, Girls' or Boys' Physical Education and Games, Boys' Light Craft, Wood or Metalwork. Scale 2 (S) post available for a suitable applicant.

1.. Job Addition £272 per annum, Special Schools Allowance for Scale 1 posts.

Application form available (stamped addressed envelope) from the Chief Education Officer, Town Hall, Barking, returnable by 3rd February, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
SUNNYSIDE SCHOOL E.S.N.(S)
The Baulk, Biggleswade
(Telephone: Biggleswade 313662)

Applications are invited from experienced TEACHERS for positions at the above school.

Scale posts may be offered to candidates offering previous experience in the special education field.

Inquiries should be made to the Headmistress, Miss P. A. Moore, as soon as possible.

CHELSEA
KENSINGTON AND CHELSEA AND WESTMINSTER A.H.A.(T)
CHEYNE CENTRE FOR SPASTIC CHILDREN
Scale 1 plus special schools allowance.

Suitably qualified TEACHER for ESN (S) class, age range five to 11. Also supervision of nursery children. The post is in the Special Care Unit of this NHS Day Hospital. The staff of therapists, teachers and nursery nurses work as an integrated team. The Centre holds courses for therapists and doctors throughout the year, and these offer a valuable opportunity for gaining specialist knowledge in Cerebral Palsy.

Applications to The Superintendent, Cheyne Centre for Spastic Children, 61 Cheyne Walk, Chelsea, S.W.3. Tel. 352 8434.

DEVON
Resident OCCUPATIONAL CRAFT INSTRUCTOR required by the Royal National Institute for the Blind at its Employment Rehabilitation Centre in Torquay.

Salary N.J.C. Home Teacher's Scale including salary supplement £2,0[illegible] to £2,910 per annum with residential emoluments.

Applications are invited from persons suitably qualified, preferably in occupational therapy, but consideration will be given to those with relevant experience. The main role of the person appointed will be the development of an existing department as an integral part of a total rehabilitation programme, and offers the opportunity of involvement in other aspects of the rehabilitation and vocational assessment of blind and partially-sighted people of employable age.

Applications, giving details of background, experience and the names of two referees to: The Principal, Manor House, Middle Lincombe Road, Torquay, Devon.

DEVON
ABBEYFIELD SPECIAL SCHOOL
Barnstaple
(E.S.N. (S)) (Age range 4-16 mixed) (Roll 60)

ASSISTANT TEACHER (Scale 1) plus Special School addition required April for GENERAL SUBJECTS, to work with younger severely sub-normal children in a team situation.

Application forms from Headmaster (stamped addressed foolscap envelope required) returnable by 4th February, 1977.

DUDLEY
METROPOLITAN BOROUGH

ROSEWOOD SCHOOL
(MALADJUSTED)
Bowling Green Road,
Netherton, Dudley

Required for 26th April, 1977, TEACHER

Application forms from and returnable to J. Buck, Director of Education, 2 St. James's Road, Dudley, West Midlands, DY1 1HQ (stamped addressed envelope).

HILLINGDON
(London Borough of)
CHANTRY SCHOOL
Falling Lane, Yiewsley, West Drayton, Middlesex UB7 8AB

Headmaster: R. Cantell Esq.

Required as soon as possible experienced TEACHER for this day maladjusted school catering for pupils of secondary school age.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex to whom they should be returned as soon as possible.

London Allowance payable.

LEEDS
CITY COUNCIL
AINSTY INSTITUTE OF FURTHER EDUCATION
Please see full advertisement in Adult Education columns.

LEICESTERSHIRE

ASH FIELD SCHOOL
Broad Avenue, Leicester
(No. on roll: 90)
Scale 1 plus S.S.A.

Required April: qualified and experienced TEACHER for class of infant/junior children in this school for physically handicapped. Previous experience with handicapped not a prerequisite.

Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

LINCOLNSHIRE
DEIGHTON CLOSE SCHOOL
Louth, LN11 0RB.
(Group 4S)
Residential, Maladjusted Boys.

ASSISTANT TEACHER required for Summer term, 1977. Experience in special education desirable, but applications welcome from those seeking to enter special education for the first time. Music or drama an advantage. Scale 1 plus special schools allowance plus 10 hours extraneous duties payment. Single accommodation available in school.

Further particulars and application forms from Headmaster. Closing date 7th February, 1977.

LONDON E18
WOODFORD SCHOOL FOR DEAF CHILDREN
Independent Oral School for the Deaf, recognized by Department of Education and Science.

Required in May or September two qualified TEACHERS of the DEAF.

Possibility of Scale 2B post for suitable experienced applicant.

Curriculum vitae details to Headmaster Office, 170 Snakes Lane, Woodford Green, Essex.

SURREY
EDITH EDWARDS HOUSE SCHOOL
Administered by I.C.A.A.

FULL-TIME TEACHER/SPEECH THERAPIST (non-resident) to join team of teachers, speech therapist, child care staff and visiting specialists working in small residential school for children 5-12 years with communication problems and social/emotional difficulties. Approximately half time teaching (experience with hearing impaired children an advantage), and opportunity for individual and group speech therapy.

Applicants able to offer Part-time (teaching or speech therapy) also considered. Four term year. Salary Burnham Whitley according to qualifications. London Allowance.

Details from Headmistress, Edith Edwards House School, Park Road, Banstead, Surrey. Tel. Burgh Heath 51171.

WILTSHIRE
THE BADGEWORTH GROUP
CLOUDS HOUSE SCHOOL
East Knoyle, near Salisbury
(Number on Roll, 48 boys, age 7 to 16 years)

Non-resident TEACHER, Scale 1 post GENERAL SUBJECTS.

Required for 1st May, 1977 at the above Recognized Independent School for emotionally disturbed boys, suitably qualified and experienced Teacher: some knowledge of the techniques appropriate to remedial work would be an advantage.

The post is primarily non-resident but the successful candidate would be expected to perform extraneous sleeping-in duties as per rota.

Salary: Burnham Scale 1, plus Special Schools Allowance, plus Extraneous Duty Allowance, plus Sleeping in allowance.

Applications (forms) to:—
The Director, Badgeworth Group of Special Schools, Badgeworth Court School, Badgeworth, near Cheltenham, Glos. Telephone Churchdown (0452) 713187.

WILTSHIRE
THE STONEHENGE SCHOOL
Amesbury
1740 pupils, 11 to 16 years comprehensive. 25 pupils E.S.N. Special Unit

ASSISTANT TEACHER, for E.S.N. Special Unit

Required for Summer Term, if possible. If not September, 1977, an ASSISTANT TEACHER for the E.S.N. Special Unit attached to this school. Applicants should have had experience of dealing with children with special learning difficulties.

This is a Scale 1 post with Special Schools allowance.

Application forms and further details from the Headmaster on receipt of a stamped addressed envelope.

WILTSHIRE
THE SUTCLIFFE SCHOOL
Winsley, near Bradford-on-Avon
Required for April:—

Non-resident qualified TEACHER for this non-maintained residential school for 50 junior maladjusted boys. Vacancy due to promotion. The post (Burnham Scale 1) entails a good deal of craft work including woodwork, for which there is a well-equipped craftshop, and class teaching within the remedial department. Specific qualifications in either/both these areas would be advantageous.

Further details and application forms are available from the Headmaster. Stamped addressed envelope (foolscap), please.

Independent Schools

Headships

GLOUCESTERSHIRE
CHELTENHAM COLLEGE

The position of HEAD of Cheltenham College will fall vacant in September, 1978.

Full details with application forms may be obtained from the Secretary to the Council, The College, Bath Road, Cheltenham, Glos. Closing date for applications to be received 11th March, 1977.

KENT
ST. HILARY'S SCHOOL
Sevenoaks

HEAD required September, 1977.

Recognized girls' independent day school, Senior School 220, established Sixth Form, Junior Department 80, salary, Burnham Group 6.

Particulars and application forms may be obtained until 4th February from the Clerk to the Governors, St. Hilary's School, Bradbourne Park Road, Sevenoaks, Kent TN13 3LD, and applications must be returned to him by 11th February, 1977.

LONDON, N.W.8
ARNOLD HOUSE SCHOOL
Appointment of Head
1st September 1977

The Governors invite applications for the post of HEAD of Arnold House School, St. John's Wood, London, N.W.8, which will become vacant on the retirement of Mr J. E. L. Pepys at the end of the Summer term 1977.

Arnold House is a day school with approximately 200 boys between the ages of five and 13.

Applicants should be graduates of a British university and be qualified teachers between the ages of 30 and 45.

The post carries a pensionable salary commensurate with age and experience and is non-resident.

Applications should be made in writing with a curriculum vitae and the names of two referees to the Secretary to the Governors, Arnold House School, Orient House, 42-45 New Broad Street, London EC2M 1QY, and be received by not later than the end of January.

NOTTINGHAM
HOLLYGIRT SCHOOL
Elm Avenue

Hollygirt School is an Independent Day School for Girls, founded in 1877, taking pupils aged from four to 18 years and offering courses to "A" and "O" levels and C.S.E. Of the 330 pupils, 250 are in the main school (ages 11 to 18).

Applications are invited from suitably qualified candidates for the HEADSHIP with effect from 1st September, 1977, or 1st January, 1978.

Salary will be in accordance with Burnham Scale.

Applications, containing a curriculum vitae and the names and addresses of three referees, should be sent to the Chairman of the Trustees, care of Hollygirt School, Elm Avenue, Nottingham, from whom further particulars may be obtained.

The closing date for applications will be 11th February, 1977.

SURREY
KINGSTON GRAMMAR SCHOOL
600 boys—Direct Grant proceeding to Independence

Following the appointment of Mr J. A. Strover, M.A., as Headmaster of Warwick School, applications are invited for the appointment of HEAD to take up post not later than Spring Term, 1978.

Salary equivalent to Burnham Scale 13, plus Outer London Allowance.

The present Headmaster is a member of the Headmasters' Conference.

Details and application forms from the Clerk to the Governors, Kingston Grammar School, Kingston upon Thames, Surrey KT2 6PY.

SUSSEX
FARLINGTON SCHOOL
Horsham

The Council of Farlington School invites applications for the post of HEAD, which will become vacant in September 1977. Candidates should be members of the Church of England and should hold a degree from a recognized University.

A salary in the region of £5,000 is offered. Rent free accommodation will be available within the school buildings or grounds.

Farlington is a recognised Independent Public School for Girls, administered by a Trust. Founded in 1896, it has at present 290 pupils aged between 10 and 18, 70 of whom are boarders. Girls are prepared for G.C.E. examinations at "O" and "A" level.

The closing date for applications is 4th February 1977. (In circumstances where there may be difficulty in giving requisite notice for 1st September, sympathetic consideration will be given to an appointment from 1st January 1978.)

For further details concerning this post, please write to Mrs Fouche of Gabbitas-Thring Services Ltd., Broughton House, 6, 7 and 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

Deputy Headships Senior Masters/ Mistresses

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury
Oxfordshire
(Quaker co-educational boarding school; 360 pupils ages 11 to 18)

Appointment of DEPUTY HEAD following the appointment of the present Deputy Head to Headmistress of the Mount School, York, from September, 1977.

Applicants should have boarding school experience and be member of the Society of Friends or in close sympathy with its principles.

For full details and application forms write to the Headmaster.

SUSSEX
BATTLE ABBEY GIRLS' PUBLIC SCHOOL

Applications invited for post of DEPUTY HEADMISTRESS commencing September, 1977 (preferably resident). Career guidance required, and some teaching.

Applicants should state subjects offered and send curriculum vitae, testimonials and references to the Headmistress by 31st January.

REED'S SCHOOL, COBHAM
Appointment of

HEADMASTER

The Governors invite applications for the position of Headmaster which becomes vacant on the 1 January, 1978 on the acceptance by Mr R. N. Exton of an appointment in Melbourne

Reed's is an independent boarding school for boys represented on the Governing Bodies Association and the Headmaster is a member of the Headmasters' Conference. Further information about the School will be found in the Public Schools Year Book.

Candidates, who should preferably be married and under the age of 45 and must be communicant members of the Church of England, may obtain particulars of the appointment and forms of application from the undersigned to whom these should be returned not later than 1 March, 1977.

Reed's School,
8 Little Trinity Lane.
London EC4V 2AB. 01-248 3625.

DAVID COOPER
Secretary to the Governors.

SURREY
COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £150 P.A. THROUGHOUT THE COUNTY
- Generous re-location expenses in approved cases.

NUTFIELD PRIORY SCHOOL, REDHILL

ASSISTANT TEACHER required at this mixed boarding school for 80 deaf children aged 11½ to 16 years to take BOYS' P.E. plus SCIENCE and/or MATHEMATICS to C.S.E. level.

Scale I post plus Special Schools Addition and payment of up to £920 per annum for extraneous duties of 15 hours per week maximum. Possibility of Scale II(S) for suitably qualified and experienced teacher. Single or married modern accommodation available.

Further details and application form from the Headmaster. Telephone: Nutfield Ridge 2257.

INDEPENDENT
continued

Remedial Posts

LONDON, NW11 7HY
KING ALFRED SCHOOL
[illegible] End Road

Required in April, 1977, by this old-established co-educational Independent day school, an experienced remedial TEACHER for full time work with children of 11 to 15 age range. Must be qualified for DIAGNOSTIC work.

Please apply in writing (stamped addressed envelope) to the Headmistress, giving details of qualifications and experience and the names of two referees. Burnham Scale and Outer London Allowance.

By Subject Classification

Art and Design

Heads of Department

BIRMINGHAM
EDGBASTON HIGH SCHOOL FOR GIRLS

Required in September, 1977, HEAD of ART DEPARTMENT, to organise and to share the teaching of Art throughout the school to "A" level. Special interest in Art Appreciation would be a recommendation. Scale 3 post for suitably qualified and experienced candidate.

The school is situated in a pleasant residential area south of the city centre, and there are good facilities for Art.

Applications should be made with names and addresses of two referees, to the Headmistress at the school, Westbourne Road, Birmingham B15 3TS.

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE

Required for September, 1977, HEAD of DEPARTMENT in this school of 850 girls aged 11 to 18. Candidates should have considerable school teaching experience and good qualifications, preferably a degree in Fine Art, specialising in Painting and the History of Art.

G.C.E. "O" and "A" level courses are well established. Good facilities include textile printing and pottery kiln. Burnham salary. Non-residential post: Government Superannuation.

Please apply in writing with curriculum vitae, naming two referees, to the Principal, Ladies' College, Cheltenham GL50 3EP.

Other Assistants

BATH
KING EDWARD'S SCHOOL
Bath

Required in April or September, ASSISTANT in ART DEPARTMENT, to be responsible for POTTERY.

Applications with names of three referees to the Headmaster immediately.

DORSET
SHERBORNE SCHOOL FOR GIRLS

Required in September 1977: TEACHER of ART. For a suitably qualified and experienced applicant the post will include some Sixth Form teaching.

Apply in writing with details of qualifications, experience and special interests, and giving the names and addresses of two referees, to the Headmistress.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Direct Grant Grammar School
(560 girls in Upper School)

Required for September, 1977, ASSISTANT TEACHER of ART to share in teaching throughout the school up to Advanced level standard.

Apply, with full curriculum vitae and particulars of two referees, to the Headmistress, Loughborough High School, Burton Walk, Loughborough.

SUSSEX
WADHURST COLLEGE
Wadhurst, Sussex TN5 6JA
Boarding school of 270 girls nine to 18

Required for September, 1977, qualified TEACHER for CRAFT. Well equipped specialist room.

Please apply to the Headmistress, enclosing curriculum vitae and names of two referees.

Commercial Subjects

LONDON
LUCIE CLAYTON SECRETARIAL COLLEGE
BOOK-KEEPING and COMMERCE TEACHER (part-time).
Apply 168 Brompton Road, SW3. 01-581 0024.

LONDON, N.W.3

Experienced qualified TEACHERS of COMMERCIAL SUBJECTS, including SHORTHAND and TYPEWRITING required by well-known Secretarial College in Hampstead.

Please telephone or write to the Director of Training, St. Godric's College, 2 Arkwright Road, London, NW3 6AD. Tel. 435 9831.

Domestic Subjects

Heads of Department

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE

Required for September, 1977, experienced TEACHER as HEAD of DEPARTMENT. Applicants should be qualified to teach HOME ECONOMICS to G.C.E. Advanced level (University of London Board) and NEEDLEWORK and DRESSMAKING to all age groups 11 to 18, including "O" level.

Non-residential post. Burnham salary: Government Superannuation.

Please apply in writing with curriculum vitae, naming two referees, to the Principal, Ladies' College, Cheltenham GL50 3EP.

MANCHESTER
HIGH SCHOOL FOR GIRLS
Independent School

There will be a vacancy after Easter for a member of staff to be HEAD of the HOME ECONOMICS DEPARTMENT. Applicants should be well qualified for work up to "A" level.

This post carries a Scale 3 salary.

Apply immediately with curriculum vitae and names of referees to the Headmistress, Manchester High School for Girls, Grangethorpe Road, Manchester M14 6HS.

Other Assistants

ESSEX
URSULINE HIGH SCHOOL
Brentwood, Essex

Required for summer term, 1977 (or January, 1977 might be possible), a full-time DOMESTIC SCIENCE TEACHER to teach "A" level and "O" level Cookery.

Apply, giving full particulars and references to the Headmistress at the above address, or by phoning Brentwood 21[illegible].

MIDDLESEX
ST HELEN'S
Northwood, Middlesex
Independent day boarding school of over 700 pupils, ages from 5 to 18 years

Wanted in September 1977 a qualified TEACHER of RELIGIOUS STUDIES to Advanced scholarship levels, to be responsible for the subject throughout the senior school.

Please apply in writing to Headmistress with curriculum vitae.

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
(730 girls - Senior Department 500)
Required for September, 1977

ASSISTANT TEACHER to share in the work of the HOME ECONOMICS DEPARTMENT (Needlecraft and Cookery) up to Advanced level. Burnham Scale with London Allowance.

Apply to the Headmistress with curriculum vitae and names of two referees.

Economics

BERKSHIRE
WELLINGTON COLLEGE
Crowthorne

Required for September, 1977, well qualified ECONOMIST to teach ECONOMICS and some POLITICS to Advanced level and to share in preparation of Scholarship candidates. Particular interest in economic theory an advantage.

Department housed in new teaching complex, fully staffed resources centre, video, offset litho, PDP8 mini computer.

Applications with full curriculum vitae and names of two referees to: The Master, Wellington College, Crowthorne, Berkshire, by 11th February.

CROYDON
TRINITY SCHOOL
Croydon

(Independent, H.M.C., 750 boys) Required in September, 1977, HONOURS GRADUATE to teach ECONOMICS to Advanced level. The department has an outstanding academic record and some 80 boys are taking "A" level in this subject.

Applicants should state subsidiary teaching subject where applicable, and other school activities to which they are keen to contribute.

Ability in games would be a particular advantage.

Salary on Whitgift Foundation Scale (above Burnham): help with removal expenses and possibly with accommodation.

Applications (no forms), with full curriculum vitae and the names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT.

DEVON
EXETER SCHOOL
Exeter EX2 4NS
(H.M.C. Direct Grant, Independent 570 boys, 160 in Sixth Form)

Required in September 1977, a GRADUATE to teach ECONOMICS to "A" level and university award standard, and to take two junior classes in another subject, preferably Mathematics. Burnham Scale 1 in first instance.

Apply by 31st January to Headmaster, stating qualifications and extra-curricular interests and naming two referees.

HERTFORDSHIRE
ST. ALBANS SCHOOL
(ex-Direct Grant)

Required in September, a GRADUATE to teach ECONOMICS in the Fifth and Sixth Forms with a new course in Social Studies at a lower level.

Second teaching subject desirable.

Further details from the Headmaster, Abbey Gateway, St. Albans, to whom applications should be sent with full curriculum vitae and the names of two referees.

SOMERSET
KING'S COLLEGE
Taunton

Required for the Summer Term of 1977:—

A MASTER to teach ECONOMICS and POLITICAL STUDIES at "A" and "S" level. Temporary replacement for man on sabbatical leave. Burnham Scale.

Apply Headmaster.

English

Heads of Department

CUMBRIA
SEDBERGH SCHOOL

HEAD of ENGLISH required for September. As well as teaching English at all levels of the School the successful candidate might well have the opportunity of helping with University guidance in all subjects and holding tutorials for all University Scholarship candidates. He could also be involved in the development of General Studies and curricular planning.

Apply to The Headmaster, Sedbergh School, Sedbergh, Cumbria, enclosing curriculum vitae, the names of three referees and a letter stating the reasons for the application.

SOMERSET
KING'S SCHOOL
Bruton, Somerset

invites applications for HEAD of ENGLISH in September 1977.

Experienced graduate required. Full out-of-school contribution assumed. Salary on Bruton Scale.

Apply giving curriculum vitae and names of two referees to the Headmaster.

YORKSHIRE
HARROGATE COLLEGE
Independent. 450 girls aged 10-18
Required for May or September, 1977 —

HEAD OF ENGLISH to teach to Advanced and University Entrance level, and to organize the work of the subject throughout the school. A Scale 3 responsibility allowance is available for a suitably qualified and experienced candidate. Resident or non-resident.

Further details may be obtained from the Headmistress, to whom applications with full curriculum vitae and names and addresses of two referees, should be sent as soon as possible. Harrogate College, Clarence Drive, Harrogate HG1 2[illegible].

Other Assistants

AVON COUNTY
SIDCOT SCHOOL
Winscombe, Avon BS25 1PD
(Independent Quaker Coeducational Boarding School, 400 pupils)
Required in April, 1977, GRADUATE ENGLISH TEACHER.

Interest in Games, Drama an advantage. Resident post with allowances. Scale 1.

Apply with names of two referees to the Headmaster.

BERKSHIRE
WELLINGTON COLLEGE
Crowthorne

Required for September, 1977, a GRADUATE to teach LATIN and ENGLISH.

Predominantly Middle and Lower School work but some Sixth Form teaching available for suitably qualified candidate. Ability to teach some Divinity advantage.

Applications with full curriculum vitae and names of two referees to The Master, Wellington College, Crowthorne, Berkshire, by 11th February.

CARDIFF
HOWELL'S SCHOOL
Llandaff

ex Direct Grant, now Independent (550 girls, 11 to 18 years)

Required in September, GRADUATE to share the teaching of ENGLISH throughout the school. Salary scale according to qualifications and experience.

Apply to the Headmistress with full personal details, copies of references if available, and names of persons to whom reference may be made.

CROYDON
TRINITY SCHOOL
(Independent, H.M.C., 760 boys)

Required in September, 1977, a well qualified TEACHER of ENGLISH. The successful applicant will be offered a varied timetable in the Main School and will be able to share in the work on the "O" level Mode 3 English Literature course that has been developed here; there is also the possibility of "A" level work. The ability to make a strong contribution to out-of-school activities, particularly Games or Drama, would be an additional recommendation.

Salary on Whitgift Foundation Scale (above Burnham); help with removal expenses and possibly with accommodation.

Applications (no forms), with full curriculum vitae and the names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon, CR9 7AT.

ESSEX
FRIENDS' SCHOOL
SAFFRON WALDEN
Coeducational Boarding School 350 scholars. Governed by Society of Friends

Required in April, 1977:—

Experienced GRADUATE to assist teaching of ENGLISH throughout to University entrance level with particular interest in drama.

Possibility of appointment as Head of Department in September.

Burnham Scale II available.

Inquiries and applications to Headmaster.

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford

Required Summer Term 1977, a GRADUATE and qualified ASSISTANT to teach ENGLISH in girls' school. This post could be permanent or for one term only.

Apply in writing to the Headmistress with full details, giving names and addresses for two referees.

RUTLAND
OAKHAM SCHOOL
(Co-Educational: 590 Boarders, 370 Day: 300 in Sixth Form)

To meet expanding numbers an additional TEACHER of ENGLISH is required for April or September, 1977. A Level work in large Sixth Form involved.

Application with names of two referees to Headmaster, Chapel Close, Oakham.

STOCKPORT
STOCKPORT GRAMMAR SCHOOL
(H.M.C.: 600 boys)

ASSISTANT required in September to teach ENGLISH subjects and help with DRAMA and SPORT.

Apply to the Headmaster, Stockport Grammar School, SK2 7AF, giving qualifications, games, interests and references.

SURREY
ST. JOHN'S SCHOOL
Leatherhead, Surrey

A TEACHER of ENGLISH and DIVINITY is required in September, 1977. The successful candidate will be expected to teach English and to assist the School Chaplain with Divinity teaching in the Lower School, and will be encouraged to take on "A" level work in either subject.

Accommodation is available.

Further details from the Headmaster, St. John's School, Leatherhead.

Applications should include curriculum vitae and names and addresses of two referees.

SURREY
THE GROVE SCHOOL
Hindhead

Independent Public Day and Boarding School for 200 girls ages 5-18

Required for September, 1977, an experienced GRADUATE, man or woman, to teach ENGLISH in the Senior School (age 13-plus) including "O" "A" and "S" level. No C.S.E. We are looking for a lively approach allied to high standards. A two-bedroomed cottage may be available for a suitable candidate.

Apply, with full details of training and experience and the names of two professional referees, to the Headmistress.

WEST SUSSEX
ST. MICHAELS BURTON PARK
Petworth
(Independent Boarding School for 300 girls, under the Woodard Corporation)

Wanted in September GRADUATE to share the teaching of ENGLISH throughout School.

Current Burnham Scale with Government Superannuation.

Please apply to the Headmistress.

WORCESTERSHIRE
BROMSGROVE SCHOOL
(H.M.C.; mainly boarding)

Young ENGLISH GRADUATE required in September 1977 to teach English throughout the school and to scholarship level. Experience in drama would be an advantage. Help with extra-curricular activities essential. Single and married accommodation available.

Further details of post and salary from the Headmaster, Bromsgrove School, B61 7DU (0527 32774).

Geography

Heads of Department

BRISTOL
BRISTOL CATHEDRAL SCHOOL
(HMC, Direct Grant going Independent, 420 boys, 120 in Sixth Form)
College Green, Bristol, BS1 5TS
HEAD of GEOGRAPHY and GEOLOGY (Scale 3)

This post falls vacant in September 1977 and applications are invited from well-qualified and experienced GRADUATES in GEOGRAPHY. Well equipped specialist rooms for both subjects, own field centre in the Wye Valley, strong emphasis on field work and an interesting scheme of outdoor education developed in cooperation with the University of Bristol. Willingness to help with games, particularly cricket or rugby, a considerable advantage.

Applications, including a full curriculum vitae and the names and addresses of two referees, to the Headmaster (from whom further details are available) as soon as possible and not later than Wednesday February 2nd.

Other Assistants

CLWYD
LINDISFARNE COLLEGE
Wynnstay, Ruabon,
Wrexham

Required in September, GRADUATE TEACHER of GEOGRAPHY up to and including A level.

Salary Burnham plus—scale according to qualifications and experience. Government Superannuation.

Applicants having one or more of the following out-of-school interests will be at an advantage: games (Rugby, soccer, cricket, athletics, swimming), Scouts, Cadets, mountaineering.

Apply to the Headmaster, stating second subject, and giving curriculum vitae and the names and addresses of at least two referees.

DERBYSHIRE
MOUNT ST. MARY'S COLLEGE
Spinkhill, Sheffield S31 9YL
Scale 2 Appointment.

Required September, 1977, a GRADUATE TEACHER of GEOGRAPHY to "O" and "A" level. Accommodation is available for an unmarried person in return for help with Housemaster duties. The school is a Roman Catholic boys' boarding school in membership of the Headmasters' Conference; a Roman Catholic and ability to help with Games and C.C.F. would be an advantage.

Apply to the Headmaster, with a curriculum vitae and the addresses of two referees.

DORSET
CANFORD SCHOOL
Wimborne
GEOGRAPHY

There will be a vacancy in September, 1977, for a GRADUATE to teach GEOGRAPHY throughout the school (Oxford and Cambridge syllabus). It is hoped to appoint someone who is familiar with New Geography and who has special interest in Physical Geography.

Ability to help with games, particularly rugger and/or cricket, and other extra-curricular activities would be highly desirable.

Married or single accommodation is available. Canford has its own salary scale.

Applications, with full curriculum vitae and the names of two referees, should be sent to: The Headmaster, Canford School, Wimborne, Dorset.

EDINBURGH

LORETTO SCHOOL

This non-denominational boys' boarding school requires for September, 1977, an experienced GRADUATE TEACHER of GEOGRAPHY throughout the school up to "A" level; opportunity for Headship of the Department for a suitably qualified applicant.

Married/bachelor accommodation provided.

For further details apply with curriculum vitae and names of two referees to the Headmaster, Loretto School, Musselburgh, near Edinburgh.

ESSEX
BRENTWOOD SCHOOL
(H.M.C. 880 boys, 280 in Sixth Form)

Required for September, 1977, GRADUATE to teach GEOGRAPHY at all levels up to Open Scholarship standard where a tradition of success is being established. The Department has a strong Sixth Form, and this could be an ideal first post giving ample scope for a keen and ambitious Geographer.

Ability and willingness to help with Rugby Football, Cricket or Association Football would be an added recommendation.

Applications, giving the names and addresses of two referees, should be made to the Headmaster, Brentwood School, Brentwood, Essex.

HERTFORDSHIRE
ST. ALBANS SCHOOL
(ex-Direct Grant)

Required in September a GRADUATE to teach GEOGRAPHY at all levels in the School, including Oxbridge scholarship work. Commitment to practical approach essential. Excellent teaching facilities.

Further details from the Headmaster, Abbey Gateway, St. Albans, to whom applications should be sent with full curriculum vitae and the names of two referees.

KENT
ASHFORD SCHOOL
(570 girls 11-18)

Required in September, GRADUATE to share in the teaching of GEOGRAPHY throughout the school to Advanced level. Scale according to experience and qualifications, Government superannuation.

Apply to Headmistress with names of two referees and curriculum vitae.

LONDON W6
ST. PAUL'S GIRLS' SCHOOL
Brook Green, Hammersmith.

Required from 31st January 1977 until the end of Spring Term, 24th March, either one full-time or two part-time GEOGRAPHERS to teach:

(a) Advanced Level (London Board) PHYSICAL GEOGRAPHY to first and second year sixth formers—12 periods a week;

(b) Junior Geography (11 to 13 years), using the OXFORD GEOGRAPHY project—8 periods a week.

Applications in writing to the High Mistress giving a full curriculum and the names and addresses of referees

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL
(Independent Day School (HMC) 800 boys)

GRADUATE GEOGRAPHER with an interest in quantitative methods required for September to teach to "O", "A" and possibly Open Scholarship level. This is an additional appointment reflecting the strength of the subject within the school. Willingness to help with games or other school activities an advantage. Salary, Burnham Scale 2 plus £74.

Apply by letter to the Headmaster, Dr. D. T. Witcombe, Nottingham High School, Waverley Mount, Nottingham NG7 4ED (Tel.: [illegible]), enclosing full curriculum vitae and the names, addresses and telephone numbers of two referees.

NOTTINGHAM
Nottingham, Derby
TRENT COLLEGE
Long Eaton, Nottingham
(HMC, 500 boys and some girls in Sixth)

Required for September, 1977, a GEOGRAPHER to teach throughout the school. Ability to teach Geology desirable. This post, made necessary by expansion, may be suitable for a newly qualified graduate. Facilities are good.

An interest in games and out-of-school activities is essential in this mainly boarding school. Burnham plus.

Applications to the Headmaster, with names of two referees.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 600 Girls, Sixth Form of 130.

GRADUATE required in April, to share in the teaching of GEOGRAPHY throughout the School. Familiarity with quantitative techniques and other aspects of the new geography is desirable. A Temporary appointment for the summer term only would be considered.

Applications to the Headmistress with copies of testimonials and the names and addresses of two referees.

History

Heads of Department

BOURNEMOUTH
TALBOT HEATH

Independent (formerly Direct Grant) Day and Boarding School of 620 girls, with 130 in the Sixth Form. HEAD OF THE HISTORY DEPARTMENT required in September, 1977, to organize and teach the subject to "O" and "A" level and to prepare girls for Oxbridge entrance. Soundly qualified and experienced person is needed to lead a strong academic department involved in extra-curricular activities which are well-established. Non-resident.

Please apply immediately by letter with full details of qualifications and experience and the names of two referees to the Headmistress at the School, Rothesay Road, Bournemouth.

BRIGHTON
ROEDEAN SCHOOL
HEAD OF HISTORY DEPARTMENT

Required in September, 1977, a HISTORIAN with good academic qualifications, sound teaching experience and the ability to organise the subject at all levels from 11 plus to University Entrance. Salary Burnham, Scale 3.

Apply in writing to Headmaster, Roedean School, Brighton, BN2 5RQ, enclosing a full curriculum vitae and the names and addresses of three persons to whom reference may be made.

NOTTINGHAM
Nottingham, Derby
TRENT COLLEGE
Long Eaton, Nottingham
(HMC; 500 boys and some girls in Sixth Form)

Required for September, 1977, an HISTORIAN of energy, enthusiasm and wide-ranging interests to join a Department capable of [illegible]. Facilities are good. An interest in games and out-of-school activities is essential in this predominantly boarding school. Burnham Plus.

Applications to the Headmaster with names of two referees.

SURREY
PIERREPONT SCHOOL
Frensham, Farnham
S.H.M.I.S., G.B.A.
(270 boys 11 to 18 years)

Required in September, 1977, HEAD of HISTORY DEPARTMENT.

Applicants must be graduates with some Sixth Form teaching experience. Ability to teach Economics to "A" level, a recommendation.

Burnham Scale, Outer London Allowance, plus residential emoluments.

Married accommodation available. State Superannuation Scheme.

Letters of application to the Headmaster, with full curriculum vitae and the names and addresses of two referees.

Other Assistants

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe

Wanted in September 1977 ASSISTANT HISTORY SPECIALIST, to teach, throughout the school to "A" level and Oxford/Cambridge entrance. Interest in 16th to 18th century European History preferred.

Non-resident post. Burnham Scale. We should really like a person with some experience and this could be a scale 2 post.

Apply, with testimonials, to the Headmistress.

OXFORD
MAGDALEN COLLEGE SCHOOL
(H.M.C., Direct Grant becoming Independent)
510 boys, Sixth Form 150

Required for September, 1977, a GRADUATE HISTORIAN to teach throughout school including share of Sixth Form. Ability to coach major games of school to high level, especially rugby, hockey or cricket, an advantage. Burnham Scale 1.

Full details from the Master, Magdalen College School, Oxford, OX4 1DZ.

Applications should include names and addresses of two referees.

RUTLAND
OAKHAM SCHOOL
(Co-Educational: 590 Boarders, 360 Day: 300 in Sixth Form)

Young HISTORIAN is required for September, 1977. Work up to A Level involved.

Application with names of two referees to Headmaster, Chapel Close, Oakham.

STOCKPORT
STOCKPORT GRAMMAR SCHOOL
(H.M.C.: 600 boys)

HISTORIAN required (full-time or part-time) for the summer term (April 19) to cover absence of master at Oxford.

ASSISTANT required in September to teach HISTORY and other subjects and help with SPORT and/or A.T.C.

Apply to the Headmaster, Stockport Grammar School, SK2 7AF, giving qualifications, subsidiary subjects, games, interests and references.

HOWELL'S SCHOOL, LLANDAFF
(Direct Grant reverting to Independence)

HEADSHIP

The Board of Governors invite applications for the post of Head of Howell's School, Llandaff, which will become vacant during 1977 following the retirement of the present Headmistress, who will remain in office until the successful candidate takes up the post on either 1st September, 1977, or 1st January, 1978. The salary offered is the maximum of Group 9 (at present £7,905) with a substantial emolument for the supervision of the boarding side of the school.

The school is generously endowed. It has a three-form-entry from age 11 and there is a total of 550 pupils, including 120 in the sixth form. There are about 100 boarders, living in four Houses, under the care of non-teaching Housemistresses.

Accommodation with full board is available for the Head in the main building (without deduction from salary).

Further particulars regarding the school and the method of application for the post should be obtained from the Clerk to the Governors, Howell's School, Llandaff, Cardiff, CF5 2YD, to whom candidates should send applications not later than 7th February, 1977.

LOUGHBOROUGH HIGH SCHOOL
Direct Grant Grammar School for Girls
Loughborough, LE11 2DU

Applications are invited for the post of

HEAD

which will become vacant on 31st December, 1977. Applicants should be Honours Graduates of a British University, with teaching experience.

Loughborough High School is a Direct Grant School which is becoming Independent, with 560 girls in the Upper School, including 45 Weekly Boarders.

Further details may be obtained from the Clerk to the Governors, Loughborough Endowed Schools, 3 Burton Walks, Loughborough, Leics. (Tel. (STD 0509) 66921)

INDEPENDENT
History
continued

WAKEFIELD
QUEEN ELIZABETH GRAMMAR SCHOOL.
Direct Grant Independent.
753 boys in Senior School, 210 in Sixth Form.
Age range 11-18.
There will be a vacancy in September, 1977, for a GRADUATE to teach HISTORY throughout the school. This would include work at both "O" and "A" levels.
Applications giving details of age, education, experience, and the names and addresses of two referees should be sent to the Headmaster, from whom further information can also be obtained.

Mathematics

Heads of Department

NORTH DEVON
WEST BUCKLAND SCHOOL
HMC — 380 boys
Required for September 1977 HEAD of MATHEMATICS. Burnham Scale 5 plus Governors' Allowance. Possible house for married man, full residence for bachelor.
Apply with names of two referees and curriculum vitae indicating extra curricular interests, to the Headmaster, West Buckland School, Barnstaple, North Devon.

SURREY
EOTHEN SCHOOL
(Church Schools Company Ltd.)
Caterham
(Girls' Public Independent Day School, 300 girls)
Required for September, 1977, GRADUATE as HEAD of MATHEMATICS, to be responsible for teaching to "O" level (SMP) and "A" level. Burnham Scale. Government Superannuation.
Applications with full details in writing including names of two persons to whom reference may be made should be sent to the Headmistress.

Other Assistants

BEDFORD
BEDFORD MODERN SCHOOL
(H.M.C., D.G., IND. 850 boys)
Required for September, 1977, Honours GRADUATE to teach MATHEMATICS throughout the school, with share of Sixth Form work.
Salary according to qualifications and experience.
Applications, quoting two referees to the Headmaster, Bedford Modern School, Manton Lane, Bedford MK41 7NT.

BEDFORDSHIRE
BEDFORD SCHOOL
Required for September, 1977, a GRADUATE MATHEMATICIAN. One of a team of eight, a good share of Sixth Form teaching available for a suitably qualified candidate. Bedford School Salary Scale; ability to contribute significantly to extra-curricular activities important.
Further details can be obtained from the Headmaster, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications, with details of qualifications and the names of two referees, should be sent.

BERKSHIRE
WELLINGTON COLLEGE
Required for September, 1977, well qualified GRADUATE to teach MATHEMATICS throughout the school. SMP used at all levels. Some Oxbridge Scholarship teaching available for suitably qualified candidate. Department recently modernised. Maths. lab., video, 8K memory PDP8 mini computer with 2 terminals.
Interest in Computer Science or Statistics, while not essential, would be an advantage.
Applications with full curriculum vitae and names of two referees to The Master, Wellington College, Crowthorne, Berks, by 11th February.

BRISTOL
CLIFTON COLLEGE
Young GRADUATE MATHEMATICIAN required for September 1977 to teach to university scholarship standard. SMP courses are used for "O" level, MEI for Additional Mathematics and "A" Level Mathematics and Technical Activities Centre planned for near future.
Further details may be obtained from the Headmaster, Clifton College, Bristol BS8 3HE, to whom applications should be sent enclosing curriculum vitae and the names of two referees.

BUCKINGHAMSHIRE
OAKDENE SCHOOL
Beaconsfield, Buckinghamshire
Independent boarding and day school for girls aged 8 to 18 years.
Required for April, 1977, a GRADUATE in MATHEMATICS to teach the subject throughout the school to "O" level. Resident or non-resident post. Government Superannuation Scheme and Burnham salary scale applicable.
Please apply with relevant details to the Headmistress.

CAMBRIDGE
THE LEYS SCHOOL
MATHEMATICS DEPARTMENT
There will be a vacancy for a MATHEMATICIAN in September 1977. The M.E.I. syllabus is used throughout; there will be a share of the teaching available at all levels (i.e. from 13+), including Sixth Form work which can be tailored to suit the particular interests of the successful candidate. An interest in computing would be an advantage. The Leys is primarily a boarding school (410 boys); accommodation is available if required.
Applications should be addressed to The Headmaster, The Leys School, Cambridge CB2 2AD.

CARDIFF
HOWELL'S SCHOOL
Llandaff, Cardiff
Ex Direct Grant now independent.
550 girls, 11-18 years.
Required in September, GRADUATE to share the teaching of MATHEMATICS throughout the school. Salary scale according to qualifications and experience.
Apply to the Headmistress with full personal details, copies of references if available, and names of persons to whom reference may be made.

DERBY
DERBY HIGH SCHOOL FOR GIRLS
Hillsway, Littleover, Derby
Recognised Independent Day School.
MATHEMATICIAN needed at Easter 1977, to share work up to "A" level.
Burnham Scale. Government Superannuation.
Please apply to the Headmistress, giving details of qualifications and career, and names and addresses of two persons to whom reference may be made.
It is hoped to hold interviews about ten days after the appearance of this advertisement. It would therefore, be helpful if applicants could supply a telephone number.

DORSET
Required in September, 1977, a TEACHER of MATHEMATICS to teach S.M.P. Maths to "O" level or a teacher of Mathematics to "A" level and University Scholarship who is a potential Head of Department. A potential Housemaster and a willingness to assist with or take charge of out of School activities, particularly rugger, cricket, hockey, sailing and C.C.F. will be an advantage.
Write with Curriculum Vitae and the names of two referees to the Headmaster, Milton Abbey School, Blandford, from whom further details can be obtained.

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
Applications are invited for September, 1977, from well qualified GRADUATE MATHEMATICIANS to teach pupils of all ages from 11 to 18 in this school of 850 girls. There is a strong Sixth Form with a good record of University entrance. The curriculum follows the London Board G.C.E. Syllabus D, Pure, Applied and Statistics to Higher Mathematics "A" level and Oxford and Cambridge entrance scholarship standard.
Burnham salary according to qualifications and experience which would be an advantage but not essential. Non-residential post. Government Superannuation.
Please apply in writing with curriculum vitae, naming two referees, to the Principal, Ladies' College, Cheltenham GL50 3EP.

LIVERPOOL L23 5SP
MERCHANT TAYLORS' SCHOOL FOR GIRLS
Crosby
(Direct Grant going Independent)
Required in September, Honours GRADUATE to teach MATHEMATICS throughout the school, including a substantial share of Advanced level work which requires the ability to teach Mechanics and or Statistics. Burnham Scales.
Apply immediately by letter (no forms) to the Headmistress giving full details of qualifications, curriculum vitae, interests, etc., and names of two referees.

MIDDLESEX
ATHOLL SCHOOL
Applications are invited for September, 1977, for Qualified TEACHER full-time to take Junior MATHS (11-13) and to help with Games throughout the School.
Applications with names of two referees to: The Headmaster, Atholl School, Rayners Lane, Pinner, Middlesex.

MIDDLESEX
HARROW SCHOOL
Required for September 1977 full-time MATHEMATICS TEACHER able to teach the subject at all levels in the School. Accommodation available.
Applications in writing, with the names of two referees, to the Head Master, Harrow School, Harrow-on-the-Hill, Middlesex, HA1 3HW.

NOTTINGHAM
MATHEMATICS ELECTRONICS—ASSISTANTS
TRENT COLLEGE
Long Eaton, Nottingham
(H.M.C. 500 boys, and some girls in VI)
Required for September, 1977 a MATHEMATICIAN ELECTRONICS specialist to teach MATHEMATICS, possibly with some Physics, and to develop computing in the school. This is a new post offering the opportunity to someone to become a leader in this exciting field. An interest in games and out-of-school activities is essential in this mainly boarding school. Burnham plus.
Applications to the Headmaster, with names of two referees.

OXFORDSHIRE
BLOXHAM SCHOOL
Required for September, 1977, a GRADUATE to teach MATHEMATICS throughout the school to "A" and "S" levels. Applicants should preferably have had teaching experience, but new graduates would be considered provided they are well qualified and imaginative.
Further details from the Director of Studies, Bloxham School, Banbury, Oxon. OX15 4PE, to whom applications should be made, giving a curriculum vitae and names of two referees (Tel. Banbury (0295) [illegible]).

SURREY
GREENACRE SCHOOL.
Banstead
(Recognised Day and Boarding School, Member of G.B.G.S.A.)
Required in September, a well qualified GRADUATE to share the teaching of MATHEMATICS up to Advanced Level. Modern Mathematics course to "O" level. Applied Mathematics in Sixth Form. Burnham Scale with Fringe Area London Allowance. Scale according to qualifications and experience. Government Superannuation.
Apply to Headmistress with curriculum vitae, names of two referees, copies of two testimonials and stamped addressed envelope.

SUSSEX
WADHURST COLLEGE
Wadhurst, Sussex TN5 6JA
(Boarding School of 270 girls 9 to 18).
Required for September, 1977 a GRADUATE to teach MATHEMATICS to "O" and "A" level.
Burnham Scale.
Please apply to the Headmistress enclosing curriculum vitae and names of two referees.

WARWICK
WARWICK SCHOOL
Vacancy from September 1, 1977, for a GRADUATE to teach S.M.P. MATHEMATICS throughout the school, including significant sixth form work. Good facilities, including five specialist mathematics rooms, all built within the last 12 years. Salary £210 per annum above Burnham, position on Burnham Scale 1 or 2 according to experience and qualifications. D.E.S. superannuation.
Apply by letter with full personal and professional information and the names and addresses of two referees to the Headmaster, Warwick School, Warwick.

WILTSHIRE
MARLBOROUGH COLLEGE
(boys 13 to 18, girls 16 to 18)
Wanted: a MATHEMATICIAN, preferably applying for a first or second post, to teach up to University Scholarship level in a strong department which has played an important part in the development of SMP syllabuses.
Further details from the Master, Marlborough College, Wiltshire, to whom applications should be made, accompanied by a curriculum vitae and names, addresses and telephone numbers of two referees.

Modern Languages

Heads of Department

BOURNEMOUTH
ST PETER'S SCHOOL.
Required for September, 1977, HEAD of FRENCH DEPARTMENT.
St. Peter's is an independent Catholic secondary school with 700 pupils, 190 of whom are in the Sixth Form.
Please apply to the Headmaster with curriculum vitae.

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset.
BA10 0NT
(300 + Sixth Form)
Required in September, 1977, HEAD of MODERN LANGUAGES Department, graduate in French and experienced teacher. Please state subsidiary language(s).
Inquiries and applications to Headmistress, Bruton [illegible].

YORK
QUEEN MARGARET'S SCHOOL.
Escrick Park.
(Woodard Corporation)
September: Well qualified GRADUATE with good teaching experience to teach FRENCH to Advanced Level and to organise MODERN LANGUAGES.
Burnham scale and superannuation. Post could be combined with that of resident Housemistress (Sixth Form).
Communicant member of Church of England preferred.
Apply with testimonials or names of referees to the Headmistress.

Other Assistants

AVON COUNTY
SIDCOT SCHOOL.
Winscombe, Avon BS25 1PD
(Independent Quaker co-educational boarding school: 380 pupils)
Required in September, 1977, GRADUATE to teach FRENCH, subsidiary SPANISH preferred. Resident post with allowances. Scale 2.
Apply with names of two referees to the Headmaster.

BERKSHIRE
WELLINGTON COLLEGE
Required for September 1977 well qualified GRADUATE to teach FRENCH to Advanced and Scholarship level, possibility some German or Spanish.
The Department combines traditional and progressive methods and is accommodated in a new complex with four audio-activated classrooms, video, fully staffed resources centre.
Applications with full curriculum vitae and names of two referees to The Master, Wellington College, Crowthorne, Berks, by 11th February.

CUMBRIA
KESWICK GRAMMAR SCHOOL.
(Voluntary Aided Co-educational Day and Boarding 405 on roll)
Scale 1 or 2 dependent on experience and qualifications.
A TEACHER of FRENCH is required as soon as possible. Initially this appointment would be temporary. This post could be combined with that of Tutor in the Junior Boys' Boarding School. For this, there is an appropriate emolument.
Full details of this post can be obtained by sending a stamped addressed envelope.
Applications should be made by letter, enclosing names of two referees and curriculum vitae to the Headmaster, School House, Keswick School, Cumbria.

DEVON
SHEBBEAR COLLEGE
(Independent Ex-Direct Grant, 310 Boys Boarding)
ASSISTANT FRENCH MASTER required to teach at least to "O" level.
The appointment would preferably be permanent from the start of the Summer Term, but a temporary man could be appointed for the Summer term only and another permanently from September. The post would preferably, but not necessarily, be for a bachelor, for whom accommodation and keep are provided during term time. This appointment would be especially suitable for a young teacher who would be expected to take a full part in boarding school life, and the post could be coupled with an assistant housemastership.
Shebbear is one of the Methodist Boarding Schools. Salary Scale 1. Superannuation. Applications and qualifications with the names, addresses and telephone numbers of two referees, should be sent as soon as possible to the Headmaster, Shebbear College, Shebbear, North Devon.

EDINBURGH
THE EDINBURGH ACADEMY
Required for September, 1977, a GRADUATE for MODERN LANGUAGES (French and German) with FRENCH as a principal subject. Candidates without German but able to take French at the top levels would be considered.
Further details may be had from The Rector, The Edinburgh Academy, Edinburgh EH3 5BL, to whom applications should be sent, giving details of education, qualifications, etc., and the names of two referees.

ESSEX
Qualified TEACHER required for September in well-established co-educational day school of 150 pupils to take FRENCH to "O" level and some Junior School ENGLISH. Candidates would be required to make a positive contribution to the academic and pastoral life of the School.
Scale 1 post. Burnham Salary plus London Weighting Allowance.
Applications to Headmaster, Raphael School Trust, 76 Junction Road, Romford, Essex [illegible].

HAMPSHIRE
WINCHESTER COLLEGE
Wanted September, 1977 — Highly qualified TEACHER of FRENCH to university scholarship level, with SPANISH as a second language. Accommodation.
Write stating qualifications and names of referees to Headmaster, Winchester College, Winchester.

LONDON E17 3PY
FOREST SCHOOL
Independent, H.M.C., I.A.P.S., 700 boys
Required September, a GRADUATE to teach FRENCH, with GERMAN if possible, and RELIGIOUS STUDIES and to be CHAPLAIN of the Junior School.
Ability to assist with games coaching, or rowing would be an advantage.
Salary, London Burnham Scale 2. Subsidised accommodation likely to be available. Sons educated at one-third fees. Epping Forest area.
Apply to the Headmaster from whom further details are available.

LONDON EC4
CITY OF LONDON SCHOOL
Required for September, GRADUATE TEACHER in the MODERN LANGUAGES department to teach GERMAN up to A's level, with subsidiary FRENCH up to O level.
Further details of the post, including the School's own salary scale, can be obtained from the Headmaster, City of London School, Victoria Embankment, London EC4Y 0DL, to whom application should be made with a curriculum vitae and the names of two referees.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Direct Grant Grammar School
(680 girls in Upper School)
Required for September, 1977 GRADUATE to teach FRENCH throughout the school up to Advanced level standard.
Apply with full curriculum vitae and names of two referees to the Headmistress, Loughborough High School, Burton Walks, Loughborough.

NORTH DEVON
WEST BUCKLAND SCHOOL.
HMC—380 boys
Required September 1977, MASTER to teach FRENCH/GERMAN. Burnham Scale 1. Possible house for married man, full residence for bachelor.
Apply with names of two referees and curriculum vitae indicating extra curricular interests, to Headmaster, West Buckland School, Barnstaple, North Devon.

NOTTINGHAM
MODERN LANGUAGES—ASSISTANTS
NOTTINGHAM-DERBY
TRENT COLLEGE
Long Eaton, Nottingham
(H.M.C. 500 boys, and some girls in VI)
Required for September 1977 a MODERN LINGUIST to teach FRENCH throughout the school. Some German can be made available. This post, made necessary by expansion, may be suitable for a newly qualified graduate. There is a 24 booth Language Laboratory, and the Nuffield Course is taught. An interest in games and out-of-school activities is essential in this mainly boarding school. Burnham plus.
Application to the Headmaster, with names of two referees.

PERTHSHIRE
RANNOCH SCHOOL,
[illegible] 275 boys
LINGUIST required (three in department) from 1st September to teach FRENCH and GERMAN up to "A" level. Interest in extra-curricular activities of school essential. House or flat available. Salary to [illegible].
Temporary post available now to cover French, German and some Latin, at least to "O" level.
Apply to Headmaster with full curriculum vitae (or phone Kinloch Rannoch [illegible]).

RUTLAND
OAKHAM SCHOOL
(Co-Educational; 580 Boarders, 350 Day, 300 in Sixth Form)
TEACHER of GERMAN is required for April or September 1977. Small Department but A Level work involved.
Application with the names of two referees to Headmaster, Chapel Close, Oakham.

SOMERSET
QUEEN'S COLLEGE, TAUNTON
(H.M.C. Independent)
A TEACHING MODERN LINGUIST required for September, 1977. Position of Head of Department possible to suitable applicant. The successful applicant will be an outstanding teacher who stimulates in the classroom but believes that examination results are important.
Salary Burnham Scale by negotiation. Government superannuation.
Applications together with full curriculum vitae and names of two referees to the Headmaster, Queen's College, Taunton, by Monday, 31st January. Short list of candidates will be interviewed on Monday, 21st February, 1977.

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey
Recognised by the Department of Education and Science. Co-ed School run on Gordonstoun lines.
Required April or September, 1977, full-time TEACHER of GERMAN to "A" level, FRENCH to Fifth Form.
Resident or non-resident. Burnham Scale and State Superannuation. Apply Headmaster, stating activity interests and providing names of two referees.

SURREY
ST. JOHN'S SCHOOL
Leatherhead, Surrey
Required in September, 1977 a MODERN LINGUIST to teach FRENCH and SPANISH at all levels up to "A" level and Oxbridge.
Accommodation is available.
Further details from the Headmaster, St. John's School, Leatherhead.
Applications should include curriculum vitae and names and addresses of two referees.

SUSSEX
CHRIST'S HOSPITAL
Horsham, Sussex RH13 7LS
MODERN LINGUIST (preferably with French as main subject) required for September, 1977. French teaching at all levels, including post "O" level work, possibly some German (which would increase in amount) or a little Russian. Ability to help with games and other outside activities would be an asset. Accommodation available.
Application with full particulars to Headmaster.

YORKSHIRE
FULNECK SCHOOL.
Pudsey, Yorkshire
(Moravian School (Recognised), Founded 1753
425 Boys—Part Boarding)
Required for September, 1977
(1) GRADUATE to be responsible for the teaching of GERMAN to "O" and "A" Level with some FRENCH.
SCALE 2 Post for suitable candidate.
(2) GRADUATE to teach mainly FRENCH to Fifth Form level.
Applicants should state which other subject(s) they can offer.
One of the above posts could be residential. Salary—Burnham Scale. Government Superannuation. Applications (no forms) with names of referees to the Headmaster.

WILTS Day School—Graduate for French and German to "O" level.—Box TES [illegible], The Times, WC1X 8EZ.

Music

Heads of Department

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
Applications are invited for September, 1977, from experienced, well-qualified, practising MUSICIANS for the post of HEAD of DEPARTMENT to organise a strong music department in this school of 850 girls. The present Head works with a part-time Director and a large number of full-time assistants and visiting staff, teaching the range of orchestral instruments, piano, organ, singing (solo and choral) and class music throughout the school. Pupils are prepared for Associated Board and G.C.E. "O" and "A" level examinations and entry to universities and colleges of music. There are opportunities for music making with other schools and in the town.
Burnham salary, stated according to experience. Non-residential post. Government superannuation.
Please apply in writing, with curriculum vitae, naming two referees, to the Principal, Ladies' College, Cheltenham GL50 3EP, from whom further details can be obtained.

Other Assistants

DORSET
CANFORD SCHOOL
Wimborne
MUSIC
A TEACHER of WOODWIND INSTRUMENTS will be required in September, 1977. Applicants will be expected to teach one instrument (preferably clarinet) up to Diploma level and the others up to about Grade V.
Canford has a new Music School and concert hall, and there is scope for a lively and enthusiastic teacher to expand the woodwind department. Interest in composition would be an additional recommendation.
Canford has its own salary scale and accommodation can normally be provided by the School.
Applications, with curriculum vitae and the names of two referees, should be sent to the Headmaster, Canford School, Wimborne, Dorset.

DORSET
SHERBORNE SCHOOL FOR GIRLS
Dorset DT9 3QN
In September 1977, there will be two new full-time MUSIC posts for PIANISTS. For one of them considerable experience in accompanying is essential but in both cases we are looking for people with vitality, initiative and imagination.
Applicants should give full details of their other musical interests as well as qualifications and experience.
Apply in writing to the Head Mistress giving the names of two referees.

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
Required for September 1977, well-qualified TEACHER of VIOLIN in a large music department. The post is full time and involves some teaching of a second instrument and class music, as well as work with school orchestras.
Burnham salary according to qualifications. Government superannuation. Non-residential post.
Please apply in writing with curriculum vitae, naming two referees to the Principal, Ladies' College, Cheltenham GL50 3EP.

MIDDLESEX
MERCHANT TAYLORS' SCHOOL
Northwood
Required for September 1977, ASSISTANT in MUSIC DEPARTMENT to teach piano and, if possible, an orchestral instrument; to share "O" and "A" level work and generally to assist in the running of a flourishing department. It is hoped that the successful applicant will be able to spend a small amount of his timetable teaching a subsidiary subject.
Accommodation available if required. Own salary scale. Willingness to assist with games and extra curricular activities an advantage.
Applications with curriculum vitae and names of two referees to the Headmaster, Merchant Taylors' School, Sandy Lodge, Northwood HA6 2HT by 31st January.

SURREY
THE GROVE SCHOOL
Hindhead
Independent Public Day and Boarding School
(300 girls age 8 to 18)
Required for April 1977, a well qualified TEACHER for Senior School class MUSIC including "O" Level, with some piano teaching.
Apply with full details of training and experience and the names of two professional referees to the Headmistress.

Pastoral

DORSET
SHERBORNE SCHOOL FOR GIRLS. HOUSEMISTRESS required in September, 1977, to take charge of house of approximately 45 girls.
Apply in writing to the Head Mistress giving details of qualifications and experience and teaching subjects (if any).

ESSEX
FRIENDS' SCHOOL
Saffron Walden
Coeducational boarding school, 340 scholars, 70 in Sixth Form, governed by Society of Friends.
Required in April 1977 HOUSEMISTRESS for senior girls' boarding house, responsible for pastoral care and discipline of 40 senior girls with supervision duties and care of linen, etc.
Resident accommodation for single woman of mature years.
Enquiries and applications to Headmaster.

Physical Education

Heads of Department

NORTH YORKSHIRE
HARROGATE
QUEEN ETHELBURGA'S SCHOOL
(Woodard Corporation)
(240 on roll 11 to 18)
Applications are invited for the post of HEAD of PHYSICAL EDUCATION at this Independent Girls' Boarding School, which will be vacant due to retirement in September 1977. Salary Burnham Scale 3 with Government Superannuation. Resident or non resident.
Standards are high and the School is well equipped for a wide variety of activities.
Candidates should apply by letter to the Headmaster giving full personal details and the names of two referees.

Other Assistants

BERKSHIRE
LUCKLEY-OAKFIELD SCHOOL
Wokingham
(200 girls 11 to 18)
Required in April or September PHYSICAL EDUCATION SPECIALIST to be responsible for this subject throughout the school. The major games played are hockey, netball and tennis and the school has an open air swimming pool. Resident or non-resident post. Burnham Scale.
Applications are also invited for the post of PHYSICAL EDUCATION TEACHER HOUSEMISTRESS.
Apply to the Headmistress with stamped addressed envelope, giving curriculum vitae and names of two referees.

DEVON
GRENVILLE COLLEGE
Bideford, EX39 3JR
Woodard Independent School
(340 boys aged 11 to 18)
ASSISTANT MASTER required in April, 1977, for the PHYSICAL EDUCATION / GAMES DEPARTMENT. Skilled Rugby and Athletics coaching (A.A.A. Five Star Award, etc.), and willingness to act as an assistant housemaster in a boarding house essential.
Burnham Scale 1 (or 2). Probability of department headship in the near future for an outstanding candidate.
Apply in writing to the Headmaster, giving curriculum vitae and the names of two referees.

MIDDLESEX
[illegible] COLLEGE
Northwood
(Public Day and Boarding School 470 girls)
Required in September, Qualified MISTRESS to teach [illegible] mainly in the Senior Department. Hockey and netball, tennis, [illegible] and rounders.
Post suitable for first appointment [illegible].
Outer London Burnham Scale. Government Superannuation. Resident or non-resident.
Apply to Headmistress with copies of testimonials and names of two referees.

NEWCASTLE upon Tyne
THE NEWCASTLE upon Tyne CHURCH HIGH SCHOOL
Tankerville Terrace, Newcastle upon Tyne NE2 3BA
Required in May, 1977
Fully qualified fulltime ASSISTANT PHYSICAL EDUCATION TEACHER to share in the teaching in the Junior and Senior Schools of gymnastics, swimming, [illegible] ball, rounders, tennis, hockey, [illegible] badminton [illegible]. An interest in [illegible].
[illegible] Government Salary Scale.
Apply with curriculum vitae [illegible] and names of [illegible] referees, to the Head Mistress as soon as possible.

SURREY
[illegible] GRAMMAR SCHOOL
Guildford
(Voluntary Controlled going independent, 600 boys, 200 in Sixth Form)
Required in September, MASTER to share in the teaching of Physical Education throughout the School.
Principal games are rugby, cricket, but most sports are [illegible].
This is a Scale 1 post in the first instance [illegible] London [illegible].
Applications, in the form of a curriculum vitae supported by a letter of application, should be submitted as soon as possible to the Headmaster.

Religious Education

Heads of Department

HERTFORDSHIRE
QUEENSWOOD
[illegible]
Required for September 1977 a GRADUATE to act as HEAD of RELIGIOUS STUDIES DEPARTMENT and to teach the subject throughout the school.
The post is to be resident or non-resident. Queenswood is an Independent Boarding School for Girls (380 in senior school) [illegible] from London.
Applications to be sent to the Headmistress giving names and addresses of two referees.

LONDON S.W.19
WIMBLEDON HIGH SCHOOL
G.P.D.S.T.
Direct Grant Independent School
Required for September 1977 a well qualified TEACHER for HEAD of RELIGIOUS STUDIES DEPARTMENT to teach throughout the school [illegible] "A" level [illegible].
Scale according to experience. London Weighting allowance.
Apply in writing to the Headmistress, Wimbledon High School, Mansel Road, London SW19 [illegible].

Other Assistants

LONDON E17 3PY
FOREST SCHOOL
CHAPLAIN required for new school
See MODERN LANGUAGES
SECTION

WILTSHIRE
MARLBOROUGH COLLEGE
(boys 13 to 18, girls 16 to 18)
Wanted for September, 1977, [illegible] a lively department [illegible] ability [illegible] of religious [illegible] and a subsidiary subject (preferably) [illegible].
Further details from the Master, Marlborough College, Wiltshire.
Applications should be accompanied by a curriculum vitae and the names, addresses and telephone numbers of two referees.

Science

Heads of Department

BERKSHIRE
WELLINGTON COLLEGE
HEAD OF BIOLOGY
DEPARTMENT
Wellington College wishes to appoint a HEAD of the BIOLOGY DEPARTMENT for September 1977.
[illegible]
Applications with full curriculum vitae and names of two referees to The Master, Wellington College, Crowthorne, Berkshire, by 11th February.

STOCKPORT
STOCKPORT GRAMMAR SCHOOL
(H.M.C.—900 boys) (Scale 4)
HEAD OF BIOLOGY [illegible] taught from 11 [illegible] strong [illegible] laboratories [illegible].
Apply stating qualifications, experience, interests, [illegible] referees to the Headmaster, Stockport Grammar School, Stockport SK2 7AF.

SUFFOLK
FELIXSTOWE COLLEGE
Suffolk
[illegible] girls, [illegible] in Sixth Form
Wanted for September [illegible] qualified and experienced GRADUATE to teach PHYSICS to Advanced and University Scholarship level [illegible] take charge [illegible] Scale 3 [illegible] Government Superannuation.
Applications, by letter, with the names of two referees, to the Headmistress, from whom further particulars may be obtained.

INDEPENDENT
Science
continued

Other Assistants

BRIGHTON
BRIGHTON COLLEGE
Required for September 1977 an Honours GRADUATE to teach BIOLOGY up to "A" levels as third member of department. Ability to help with either CCF or games an advantage.
Accommodation may be available.
Salary above Burnham.
Apply, with the names of two referees, to the Headmaster, Brighton College, Brighton, BN2 2AL.

BRISTOL
BADMINTON SCHOOL
Bristol BS9 3BA
Required in September
HONOURS GRADUATE in PHYSICS to assist in the teaching of the subject up to "A" level and University entrance standard. Experience not essential. Burnham Scale and Government Superannuation.
Apply immediately to Headmistress giving names and addresses of two referees.

DEVON
KELLY COLLEGE
Tavistock
(H.M.C., 275 boys 13 to 18, 25 sixth form girls, country town 15 miles from Plymouth)
GRADUATE required September 1977 to teach PHYSICS and or CHEMISTRY to "A" level. Accommodation available. Ability to coach rugger, cricket or hockey a recommendation. Own sailing, canoeing, fishing.
Please send the Headmaster full curriculum vitae and name two referees.

DORSET
MILTON ABBEY SCHOOL.
Required for Summer Term (April, 1977) a qualified TEACHER of BIOLOGY, ZOOLOGY, and BOTANY to teach all levels to "A" level. Permanent appointment considered if a suitable candidate is available, in which case a willingness to assist with out of school activities, particularly rugger, cricket, hockey, sailing and C.C.F., will be an advantage.
Write with Curriculum Vitae and the names of two referees to the Headmaster Milton Abbey School, from whom further details can be obtained.

DORSET
Required in September, 1977, a TEACHER of BIOLOGY, either to teach Biology to "O" level or to take over the Department and teach to "A" level in Zoology and Botany as well. A potential housemaster and a willingness to assist with or take charge of out of school activities, particularly rugger, cricket, hockey, sailing and C.C.F. will be an advantage.
Write with Curriculum Vitae and the names of two referees to the Headmaster, Milton Abbey School, Blandford, from whom further details can be obtained.

GLOUCESTERSHIRE
CHELTENHAM COLLEGE
PHYSICS
A vacancy will exist in September, 1977, for a good honours GRADUATE in PHYSICS to teach the subject at "O" and "A" level (Nuffield) in a strong department.
Applications specially welcome from those interested in practical engineering. Appointment might interest suitably qualified Services officer with C.C.F. interests, and those who can also offer games.
Apply in writing with curriculum vitae and names of two referees to the Headmaster, Cheltenham College, Bath Road, Cheltenham, Glos.

HERTS
BERKHAMSTED SCHOOL.
(Senior School 440 boys aged 13 to 18)
Required for September 1977: TEACHER of PHYSICS. There will be opportunities of teaching at all levels according to qualifications and interests. Willingness to help with out-of-school activities will be an added recommendation. Accommodation available either for single or married candidate.
Salary: Burnham Scale 2 together with Outer London Allowance.
Apply by letter, enclosing curriculum vitae and the names of one or two referees, to The Headmaster, Berkhamsted School, Berkhamsted, Herts HP4 2BE.

KENT

TONBRIDGE SCHOOL
H.M.C. Boarding and Day School for 600 Boys, 13-18

Good Honours BIOLOGIST (first post or with a few years' teaching experience) required in September, 1977, to join large Biology Department teaching to Oxbridge, A level (Oxford and Cambridge Board) and throughout the school. Interest in ecology and field work (in school's own reserve) and ability to contribute to other aspects of the school's extensive extra curricular activities will be added recommendations.

Salary, Burnham plus, with possibility of accommodation for married or single candidate.

Applications in writing, with full curriculum vitae, telephone number, and the names of two referees, to the Headmaster (Mr. C. H. D. Everett), Tonbridge School, Tonbridge, Kent, from whom further particulars can be obtained. Interviews will be held on February 3 and 4, 1977.

KENT

TONBRIDGE SCHOOL
H.M.C. Boarding and Day School for 600 Boys 13-18

Good Honours PHYSICIST required in September 1977 to join large Physics Department teaching to Oxbridge A level (60 Nuffield candidates per year) and throughout the School. Ability to contribute to any aspect of the School's extensive extra curricular activities an added recommendation.

Salary, Burnham plus, with possibility of accommodation for married or single candidate.

Applications in writing, with full curriculum vitae, telephone number, and the names of two referees, to the Headmaster (Mr. C. H. D. Everett), Tonbridge School, Tonbridge, Kent, from whom further particulars can be obtained. Interviews will be held on February 3 and 4, 1977.

KENT
SUTTON VALENCE SCHOOL.
(HMC)
Required for September, 1977, a GRADUATE able to teach Junior SCIENCE and offer help with a subsidiary subject. Willingness to help with games and other activities a recommendation. Salary Burnham plus.
Interviews February. Applications, to be received by Monday, February 7, with curriculum vitae and names of three referees, to the Headmaster, Sutton Valence School, Sutton Valence, Maidstone, Kent.

LIVERPOOL L23 5SP
MERCHANT TAYLORS' SCHOOL FOR GIRLS
Crosby
(Direct Grant going Independent)
Required in September, an Honours GRADUATE to be responsible for the teaching of CHEMISTRY up to and including University entrance. Good qualifications essential, training and/or experience desirable. Staff in Science department number six, and a third of the Sixth Form are following Advanced level Science courses.
Apply immediately by letter to the Headmistress, giving names of two referees, curriculum vitae and other relevant information.

LONDON
MILL HILL SCHOOL
BIOLOGIST required for September to teach up to Scholarship level, and to play a full part in the life of the School (which has a Field Centre in the Yorkshire Dales).
Apply to the Headmaster, with the names of two referees, Mill Hill School, London NW7 1QS.

LONDON, N.W.3
TOWN AND COUNTRY SCHOOL.
38-40 Eton Avenue, London N.W.3
Required immediately, an experienced graduate TEACHER (SCIENCE). Burnham Scale, superannuation.
Please apply in writing to the Headmistress.

LONDON, S.E.12
COLFE'S SCHOOL.
Trustee: The Worshipful Company of Leathersellers
(Founded 1652; Independent 1977; 680 boys)
Required for April or September 1977: GRADUATE to teach PHYSICS to University Scholarship level or TEACHER of GENERAL SCIENCE able to teach Physics to "O" level and able to coach rugby and or cricket to first team standard.
Apply to Headmaster, Horn Park Lane, SE12 8AW, with curriculum vitae and names of two referees.

LONDON, S.W.15
PUTNEY HIGH SCHOOL,
G.P.D.S.T.
(Direct grant school becoming independent, 640 girls)
35 Putney Hill SW15 6BH
Wanted September, HONOURS GRADUATE to share in the teaching of BIOLOGY throughout the school to Advanced Level and university entrance standard.
Please apply by letter giving names of referees and enclosing testimonials, to the Headmistress.

MIDDLESEX
ATHOLL SCHOOL.
Applications are invited for April, 1977, for —
Qualified TEACHER to teach integrated SCIENCE and the three separate SCIENCES to "O" level.
Applications with names of two referees, to the Headmaster, Atholl School, Rayners Lane, Pinner, Middlesex.

MIDDLESEX
MERCHANT TAYLORS' SCHOOL,
Northwood
Required for September 1977:
(a) HEAD of BIOLOGY DEPARTMENT. New Biology Labs opened Sept. 1975. Well established Biology Sixth Form and flourishing Field Club.
(b) GRADUATE to teach CHEMISTRY at all levels up to and including Oxbridge Entrance candidates with some Lower School Biology if possible.
(c) ASSISTANT in MUSIC DEPARTMENT to teach piano and, if possible, an orchestral instrument; to share "O" and "A" level work and generally to assist in the running of a flourishing department. It is hoped that the successful applicant will be able to spend a small amount of his timetable teaching a subsidiary subject.
Accommodation available, if required. Own salary scale. Willingness to assist with games and extra curricular activities an advantage.
Applications with curriculum vitae and names of two referees to the Headmaster, Merchant Taylors' School, Sandy Lodge, Northwood HA6 2HT by 31st January.

MIDDLESEX
ST. HELEN'S
Northwood, Middx.
(Independent Day/Boarding School of over 700 pupils ages from 5 to 18 years)
Wanted in September 1977 a qualified, preferably experienced, TEACHER of CHEMISTRY to Advanced and Scholarship levels, capable of teaching Physics to Ordinary level.
Please apply in writing to the Headmistress with curriculum vitae.

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL.
Hanworth Road, Hampton
(730 girls; senior department 540)
Honours GRADUATE required for the summer term if possible (beginning April 26) or from September, 1977, to share in the teaching of CHEMISTRY up to "A" level and Oxbridge standard. Burnham Scale with London allowance.
Apply to the Headmistress with curriculum vitae and names of two referees.

NORTH DEVON
WEST BUCKLAND SCHOOL
(H.M.C.: 380 boys)
Required for September, 1977, MASTER to teach PHYSICS. Burnham Scale 1. Possible house for married man, full residence for bachelor.
Apply with names of two referees and curriculum vitae indicating extra curricular interests to Headmaster, West Buckland School, Barnstaple.

RUTLAND
OAKHAM SCHOOL
(Coeducational, 580 Boarders, 350 Day, 300 in Sixth Form)
To meet expanding numbers, an additional CHEMIST is required for September, 1977. "A" level work in large Sixth Form involved.
Application, with names of two referees, to Headmaster, Chapel Close, Oakham.

SURREY
PARSONS MEAD
Ashtead, Surrey KT21 2PE
Girls' Public Day and Boarding School (216 day girls, 60 boarders)
Required in September, well qualified GRADUATE to teach PHYSICS throughout the Senior School to "A" level and university entrance. Experience desirable. New laboratory to be equipped shortly. Willingness to help with other sciences or mathematics if required an asset. Burnham Scale. London Fringe allowance. Government superannuation. Resident or non-resident.
Applications in writing to Headmistress with names of referees.

SURREY
ST JOHN'S SCHOOL
Leatherhead, Surrey
Required in September, 1977 a BIOLOGIST to teach throughout the school to "A" level and Oxbridge, and to take a special interest in project work.
Accommodation is available.
Further details from the Headmaster, St. John's School, Leatherhead.
Applications should include curriculum vitae and names and addresses of two referees.

SURREY
FRENSHAM HEIGHTS
Rowledge, Nr. Farnham, Surrey
(Co-ed Boarding/Day School of liberal tradition)
Required September:
Trained GRADUATE, some experience preferred, to teach PHYSICS up to "O", "A" and University entrance level. Burnham Scale unless extremely well qualified and experienced. An exceptional candidate could be offered Head of Science.
Single accommodation available; also possibility of joint Housemastership. Possibility married accommodation. Post for one year in first instance, with a view to permanence.
Write fully, enclosing testimonials and giving three referees to the Headmaster.

SUSSEX
WADHURST COLLEGE
Wadhurst, Sussex TN5 6JA
(Boarding school of 270 girls nine to 18)
Required for April, 1977, a GRADUATE to teach CHEMISTRY to "O" and "A" levels. Modern, well-equipped laboratory. Burnham Scale.
Please apply to the Headmistress, enclosing curriculum vitae and names of two referees.

WORCESTERSHIRE
THE SACRED HEART COLLEGE
Droitwich WR9 8RA
(Boys' Independent Roll 280, Day and Boarding)
BIOLOGY Required as soon as possible, a temporary TEACHER for spring term with prospects for a permanent appointment.
Applicant will be expected to teach throughout the school to "O" and "A" level.
Please apply to Reverend Headmaster enclosing curriculum vitae and names of two referees.
Salary—Burnham scale.

Other than by Subject Classification

CANADA
Independent school for girls in Winnipeg, Canada, wishes to make contact with similar school in England with a view to arranging STUDENT EXCHANGE, on a term or yearly basis.
Write (air mail) The Headmaster, Balmoral Hall School, 630, Westminster Avenue, Winnipeg, Manitoba R3C 3S1.

DORSET
Required in September, 1977, a TEACHER of HISTORY, ENGLISH or GEOGRAPHY to take these subjects at all levels to "A" level or a PHYSICAL EDUCATION SPECIALIST who can take one of these subjects as well to "O" level. A potential housemaster and ability to coach cricket, rugger, hockey or take charge of sailing or C.C.F. will be an advantage.
Write with Curriculum Vitae and the names of two referees to the Headmaster, Milton Abbey School, Blandford, from whom further details can be obtained.

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts. WD6 3AF
Tel. 01-953 4261
(1,250 boys; H.M.C.)
Direct Grant becoming Independent
Required immediately
A qualified TEACHER to teach form subjects to a form of 25 boys aged eight in the Preparatory Department for the remainder of the academic year.
Salary, generous London Burnham.
Apply without delay, with full curriculum vitae and names of two referees, to the Headmaster.

KENT
BETHANY SCHOOL
Goudhurst
(280 boys 11-18;
[illegible])
For September, 1977, an additional young TEACHER for GENERAL SUBJECTS, mainly MATHEMATICS, possibly up to "O" level; state other subjects. Boarding school interest and Rugby/Cricket coach very strong recommendation.
School accommodation.
Full details from Headmaster.

KENT
ST. STEPHEN'S COLLEGE
North Foreland, Broadstairs
CHAPLAIN required for Girls' Independent School (approximately 360 pupils aged four to 18), September 1977. Part-time teaching required in subject of choice besides ecclesiastical and pastoral duties.
Salary at appropriate Burnham Scale rate less allowance for residence in self-contained four-bedroom house.
Applications including curriculum vitae and subject(s) offered and names of referees to the Headmistress by Wednesday, 26th January 1977.

RUTLAND
OAKHAM SCHOOL
(Co-Educational: 580 Boarders, 350 Day, 300 in Sixth Form)
TEACHER of BUSINESS STUDIES is required for September, 1977 as part of large SOCIAL SCIENCE Faculty. Work mainly A Level but ability to teach HISTORY to Middle School advantageous.
Application with names of two referees to Headmaster, Chapel Close, Oakham.

SHROPSHIRE
Lively community giving environmental therapy to 48 intelligent boys with emotional difficulties, aged 10 to 18, through a wide field of creative, practical, and learning situations, looks for intelligent, trained, practical people to join resident team.
N.J.A.C. salary scale according to experience. Single accommodation. Good holidays.
Apply: Headmaster, Shotton Hall, Harmer Hill, near Shrewsbury, Shropshire.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville Street
London W1X 2BR
Telephone: 01-734 0161.
Are seeking well-qualified experienced school teachers to assist in
INDEPENDENT SCHOOLS
No fee whatever is payable by Candidates for teaching posts

F.I.S. Vacancies in good independent schools. Details: foolscap s.a.e. to Staff Dept., 18a Campden Hill Gardens, London, W.8.

Preparatory Schools

Headships

LONDON
ST. ALBAN'S PREPARATORY BOYS' SCHOOL
Woodside Lane, Finchley, N.12
Applications are invited from qualified experienced TEACHERS who must be practising Catholics for the HEADSHIP of this school catering for boys aged five to 11. Salary based initially on Burnham Scale, group 3. The vacancy which arises upon the retirement of the present Head Teacher will be filled from 1st May, 1977. Accommodation available for rental if required.
Application forms and further information obtainable from the Reverend G. More O'Ferrall, Chairman of Governors, [illegible] High Road, East Finchley N2 [illegible], and returnable to him by 11th February, 1977.

Deputy Headships Senior Masters/Mistresses

BEDFORD
BEDFORD SCHOOL
HEAD of Lower School
Applications are invited for the post of HEAD of Bedford Lower School, which will become vacant from 1st September, 1977, when Mr. [illegible] becomes Head of [illegible] Junior School.
Bedford Lower School contains 190 boys, both day boys and boarders, aged 11 to 13. Bedford School salary scale. Applicants should be University Graduates.
Further details can be obtained from the Headmaster, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom applications with details of qualifications and the names of three referees should be sent.

BRIGHTON
BRIGHTON AND HOVE HIGH SCHOOL, G.P.D.S.T.
Montpelier Road, Brighton BN1 3AT
Required in September 1977 a HEAD of LOWER SCHOOL, 160 girls, 7 to 11.
The teacher appointed will be responsible to the Headmistress for all the work of the lower department of this girls' grammar school which is in process of moving from direct grant status to independence.
Candidates are expected to be experienced junior teachers. The post carries a Scale 3 salary + Burnham.
Letters of application (no forms) should be sent with the names and addresses of two referees and, preferably, copies of recent testimonials to the Headmistress.

ESSEX
ST. MICHAEL'S CHURCH OF ENGLAND PREPARATORY SCHOOL
Leigh-on-Sea
Recognised as efficient by the D.E.S.
230 children on roll. School is well-equipped—gymnasium, swimming pool, chapel.
Required HEAD TEACHER.
Applicant must be a Communicant of the Church of England [illegible] tradition.
Further details: The Revd. C. G. T. Stroud, St. Margaret's Vicarage, 1465 London Road, Leigh-on-Sea SS9 2SB.

OXFORD
GREYCOTES SCHOOL
1 Bardwell Road, Oxford OX2 6SU
(Recognised independent preparatory school for 220 children aged three to 11)
DEPUTY HEAD. Required in September, an energetic and enthusiastic person with good infant school experience to lead a team of experienced teachers.
Please apply to the Headmistress by Monday, January 31st, enclosing a full curriculum vitae and the names of two people to whom reference may be made. Burnham Scale. Government superannuation.

By Subject Classification

Art and Design

SHREWSBURY
PACKWOOD HAUGH
A large boarding I.A.P.S. school (260 boys, 17 girls) requires resident ART/HANDICRAFT TEACHER for September, 1977. An enthusiast needed to make full use of rooms built for this work. Help in other directions always welcome, but this subject would be his chief responsibility.
Burnham scale salary, good accommodation and pension scheme.
Please reply with names of two referees to The Headmaster, Packwood Haugh, Ruyton XI Towns, Shrewsbury SY4 1HX.

English

GLOUCESTERSHIRE
ENGLISH
BRIGHTLANDS
Newnham-on-Severn (I.A.P.S.)
An experienced ENGLISH TEACHER to C.E. and P.S.S. standard required for September (possibly May), 1977. Ability to teach Middle School Latin and assist with Games rather essential.
Burnham Scale plus for suitably qualified candidate, and Government superannuation. Free single or married accommodation available.
Application in writing, with curriculum vitae and names of two referees to the Headmaster.

SHROPSHIRE
PACKWOOD HAUGH
RUYTON XI TOWNS, Shrewsbury
ENGLISH GRADUATE required in September 1977 to take P.S.S. and C.E. Forms, preferably with experience in I.A.P.S. schools. Single or married accommodation available. Help with games or other activities useful. Burnham Scale 2 salary.
Reply with names of two referees to: The Headmaster, Packwood Haugh, Ruyton XI Towns, Shrewsbury, SY4 1HX.

WORCESTERSHIRE
ABBERLEY HALL
ENGLISH TEACHER required in September, 1977, to head department of experienced staff. The appointment also carries responsibility for drama and the library.
There will be an opportunity to teach a second subject, if desired, and an interest in games and other activities will be appreciated.
Good single accommodation available.
Reply please to M. V. B. [illegible], The Headmaster, Abberley Hall, Worcester WR6 6DD, giving the names, addresses and telephone numbers of two referees.

Geography

LONDON, S.W.13
ST. PAUL'S PREPARATORY SCHOOL
Colet Court, Lonsdale Road
London SW13 9JT
A vacancy will occur in September 1977 for HEAD of the GEOGRAPHY DEPARTMENT. Applicants should be capable of teaching this subject up to P.S.S. level, and of coordinating the syllabus with the Head of Geography in St. Paul's School, with which Colet Court is closely linked. Ability to coach games will be an advantage.
Salary above Burnham, with Special Responsibility Allowance. Free education is available at Colet Court, St. Paul's and St. Paul's Girls' School for children of established members of staff. Help with housing may be given if necessary.
Application forms from the Headmaster.

History

DEVON
MOUNT HOUSE SCHOOL
(I.A.P.S.)
Tavistock, Devon
SENIOR HISTORY, September, 1977, and rugby football 1st XV, 1978.
Applications to the Headmaster with curriculum vitae and names of two referees. Accommodation, married or single. Burnham Scale. Government Superannuation.

Music

Heads of Department

GLOUCESTERSHIRE
MUSIC
Brightlands, Newnham-on-Severn (IAPS)
DIRECTOR OF MUSIC required, September, 1977, preferably resident. Ability to teach one or more academic subjects essential, and ability to assist with Games an advantage.
Burnham Scale 2 post for experienced teacher—free accommodation (single or married) and residence—Government superannuation.
Applications in writing with curriculum vitae, and names of two referees, to the Headmaster.

Science

HARROW
QUAINTON HALL SCHOOL
Hindes Road, Harrow, HA1 1RX
SCIENCE TEACHER required in this flourishing London day school for May or September to replace the present Head of Science who has been appointed to a Headmastership.
The successful candidate will be in charge of all the Senior Science teaching in a modern, purpose-built and fully equipped laboratory. Some mathematics teaching would also be useful. An interest in games or in some other extra-mural activity would be an advantage.
The minimum salary will be London Burnham Scale 1 (Scale 2 for a candidate with sufficient experience). Government superannuation scheme. A furnished flat is available adjoining the school.
Please apply to the Headmaster with a full curriculum vitae and the names of two referees.

LONDON, S.W.13
ST. PAUL'S PREPARATORY SCHOOL
Colet Court, Lonsdale Road
London, SW13 9JT
A MASTER or MISTRESS will be required in September 1977 to teach mainly Nuffield SCIENCE with Mathematics, French or Games as subsidiary subjects. The teaching of Science takes place in the laboratories of St. Paul's School, with full assistance from laboratory technicians and the science staff.
Salary is according to the Colet Court scale (above Burnham). Free education is available for the children of established members of staff at Colet Court, St. Paul's and St. Paul's Girls' School. Help with housing may be given if necessary.
Application forms from the Headmaster.

Other than by Subject Classification

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
(H.M.C. Direct Grant becoming Independent)
Required in September 1977, a well qualified and enthusiastic TEACHER for GENERAL SUBJECTS for a lively and intelligent group of boys and girls in an expanding Preparatory Department (coeducational; 130 boys and girls aged eight to 11; 50 boy boarders). Ability to take some Physical Education and coach boys' games and to play a full part in a wide variety of out-of-school activities an advantage.
Apply with details of qualifications and the names of two referees to the Headmaster, Kimbolton School, Kimbolton, Huntingdon, Cambs. PE18 0EA.

LINCOLNSHIRE
MAYPOLE HOUSE SCHOOL
Horncastle
A mixed day school of 100 plus pupils.
Required for the Summer Term, 1977 an experienced TEACHER for a class of five-year-olds.
Apply to the Headmaster for further details.

LIVERPOOL, L23 5SP
MERCHANT TAYLORS' SCHOOL FOR GIRLS
Crosby
(Direct Grant going Independent)
Required for the Junior School, in September, a trained TEACHER with some experience to take charge of 6 year olds.
Apply immediately by letter to the Headmistress, giving names of two referees, curriculum vitae and other relevant information.

LONDON
Hampstead
Experienced TEACHER with high standards wanted April in recognised girls' preparatory school. GENERAL SUBJECTS.
Preferably ability to play piano and teach some Singing and Recorder.
Apply with full particulars, references, etc., to the Headmistress, Sarum Hall School, 15 Eton Avenue, London NW3 3EP.

LONDON E17 3PY
FOREST SCHOOL JUNIOR SCHOOL
Independent, H.M.C., I.A.P.S.
Required for September, 1977, TWO FORM TEACHERS (seven to 10 year age range). A scale post may be available for someone willing to take responsibility for Mathematics, Science organization at this level or for various Physical Education.
Apply giving names of two referees and full curriculum vitae to Master of Junior School.

LONDON, N.12
HOLMEWOOD SCHOOL
Woodside Park, N.12
This Christian foundation requires Form TEACHER for 25 eight-year-old boys in May. Senior work possible for applicants offering [illegible] TRAINING or GEOGRAPHY to C.E.E. Good games essential.
Salary, Burnham Scale with London Weighting.
Applications with curriculum vitae and names of two referees to the Reverend Headmaster.

INDEPENDENT DAY SCHOOL requires qualified teacher for reception group commencing Summer Term. — Applications giving details of experience to Mrs. V. [illegible], Lynton Preparatory School, Epsom Road, Ewell, Surrey.

Colleges of Further Education

Directors and Principals

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET TECHNICAL COLLEGE

Applications are invited for the post of VICE-PRINCIPAL. Salary range £7,341 to £[illegible].
Further particulars and form of application can be obtained from the Clerk to the Governors, Thanet Technical College, Ramsgate Road, Broadstairs. Closing date for applications is 15th February, 1977.

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THE TIMES
Higher Education
Supplement

THE SPASTICS SOCIETY

SENIOR LECTURER TO ACT AS DEPUTY TO THE PRINCIPAL

The Spastics Society is opening in September, 1977, a new Further Education College in Lancaster for 70 students in the ESN(M)/Low average ability range. Age group 16 to 18 years. In addition there will be an Office Training Course for a small number of students. The appointment is effective from 1st May, 1977. The person appointed must be able to play a leading role in the development and growth of this new and exciting college, be capable of contributing positively to the organization and administration of the establishment, and will equally be expected to offer to the programme subject expertise and be innovatory in terms of the total provision. Experience/qualification in allied related areas desirable but not essential.

Conditions of service to be negotiated locally. House available.

Salary: £5,031-£5,955 plus £312 supplement.

LECTURER 2
(2 POSTS)

Also required for 1st May, 1977. We are looking for persons of proven teaching ability who must be capable of curriculum development and be able to offer a specific area of expertise, e.g., Home Economics, Numeracy, Literacy, Environmental Studies, Art/Crafts, Physical Education, Commerce.

Application forms from: George Marshall, Principal, The Spastics Society College of Further Education, Slyne Road, Lancaster. Tel. 0524 64278, to whom they should be returned by 4th February, 1977.

Southwark College

Head of Business Studies Department
(Grade IV)

To lead and develop a Department with an annual intake of over 950 students on courses at BEC first and second levels, comparable courses in secretarial studies (some TSA—supported), and GCE courses. Applicants should have a wide knowledge both of business and of the education system.

The person appointed would be expected to take up the post in September 1977, on the retirement of the present Head of Department. Salary scale (in accordance with the Burnham FE Report) £6,756 to £7,632 (plus £312 supplement and £402 Inner London Allowance). Assistance may be given with household removal expenses.

Further details and application forms from the Senior Administrative Officer, Southwark College, The Cut, London SE1 8LE, returnable by February 7.

HERTFORDSHIRE COUNTY COUNCIL

WATFORD COLLEGE
Hempstead Road, Watford

Applications are invited from suitably qualified graduates for the post of

Principal

of this new College, which was established in September, 1976, following reorganization of further education facilities in Watford. The vacancy arises as a result of the impending retirement of the present Principal, Dr D. O. Bishop. The College was formed by the amalgamation of the former Watford College of Technology and the George Stephenson College of Further Education, and is operating in both premises. Both buildings are housed on good sites near to the town centre.

This post offers plenty of scope to candidates with particular interest in the development of technical and further education, and the ability to carry through successfully a major reorganization of facilities. The salary group under the 1976 Burnham Further Education Report is 7.

Further details of the appointment are available from the County Education Officer (reference GHM), County Hall, Hertford, to whom applications should be submitted by February 11, 1977.

EAST SUSSEX

Hastings College of Further Education

PRINCIPAL

The post will become vacant on the retirement of Mr. J. S. H. Goodall.

Salary: Group 5 College: Maximum of range £9,969 per annum.

Further particulars and application form (self addressed envelope, please) from Chief Education Officer, P.O. Box 4, County Hall, Lewes, East Sussex. Closing date: February 7, 1977.

COLLEGES OF FURTHER EDUCATION
continued

Heads of Department

LOTHIAN
REGIONAL COUNCIL
TELFORD COLLEGE OF FURTHER EDUCATION
HEAD OF DEPARTMENT OF CATERING
(Grade V—Salary £7,872)

The department offers a full range of courses up to and including the Ordinary National Diploma in Hotel Catering and Institutional operations and covering Cookery, Food Service, Bakery, Meat Trades, Cleaning Science and Hotel Reception.

Applicants should hold a senior teaching post in Further Education, have appropriate qualifications, relevant experience and be interested in developing the work of these expanding departments.

Application forms and further information from the Principal, Telford College of Further Education, Crewe Toll, Edinburgh.

CITY OF MANCHESTER
EDUCATION COMMITTEE
MANCHESTER COLLEGE OF BUILDING
HEAD OF DEPARTMENT OF TIMBER AND FABRIC
Grade 5 (Salary scale £6,543 to £7,355)

For appointment from 1st May, 1977.

The Department offers one year full-time courses in Carpentry, Joinery, Brickwork, and Machine Woodworking. Block Release Courses in Carpentry and Joinery, Brickwork, and Furniture, and part-time courses in Carpentry, Joinery, Brickwork, Machine Woodworking, Furniture, and Timber Technology. A range of Short Courses are provided, subject to demand. Candidates should have appropriate qualifications for the post, together with extensive experience in industry and education.

Further particulars and forms of application may be obtained from:
The Principal, Manchester College of Building, Lower Hardman Street, Manchester M3 3ER (061-834 2285), to whom the forms should be returned by Monday, 7th February, 1977.

SURREY
EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey

HEAD of DEPARTMENT of COMMERCIAL and SECRETARIAL STUDIES, Grade IV, to be responsible for the coordination and development of the work of this large and diversified Department.

There are full-time and part-time Business Studies and Secretarial courses and T.S.A. sponsored groups. Servicing of relevant teaching in other departments is considerable.

Candidates should possess a University degree or equivalent academic/professional qualification. Experience in industry or commerce would be an advantage. Applicants must also have had responsibility at senior departmental level in Further Education.

Salary Scale: Grade IV £7,068 to £7,944 plus £150 London Weighting. Commencing salary dependent upon qualifications and experience. Generous relocation expenses in approved cases.

Further details and application form from the Principal to be returned by Wednesday, 2nd February, 1977.

Other Appointments

BOLTON
TECHNICAL COLLEGE
Principal A. G. Pearce, B.Sc., Ph.D., C.Eng., M.I.E.E., F.Inst.P.
FOOD TECHNOLOGY DEPARTMENT
LECTURER GRADE I—HOTEL RECEPTION AND ACCOMMODATION SERVICES
(Ref. 81/77)

Applications are invited from suitably qualified persons for the appointment of Lecturer Grade I.

The person appointed will be expected to teach Hotel, Reception and Accommodation Services to College Diploma and O.N.D. level students.

Applicants should possess recognized catering qualifications and have some teaching experience.

Salary: Within scale £2,469 to £4,377 (plus £312 per annum supplement) with limited increments for previous industrial experience.

Application forms and further particulars may be obtained from the undermentioned, to whom completed forms must be returned by 8th February.

Senior Administrative Officer, Bolton Technical College, Manchester Road, Bolton, Lancs BL3 5AB.

BRENT
(London Borough of)
KILBURN POLYTECHNIC
Priory Park Road, N.W.6
DEPARTMENT OF FASHION, FOOD AND COMMUNITY STUDIES
373 Edgware Road, Colindale, N.W.9

Required as soon as possible:—
LECTURER I to teach FOOD and/or HOUSEKEEPING subjects to full and part-time students up to City and Guilds 706/2 and N.C.H.E.C. Housekeeping Catering Certificate. Relevant industrial and teaching experience essential.

Salary scale: £2,469 to £4,377, plus £312 supplement, plus £402 London Allowance.

Further particulars and application forms, to be returned by 1st February, may be obtained from the Principal of the College.

The Authority has a scheme for assistance with removal expenses, including legal fees, etc., travelling and lodging allowances.

BRISTOL
FILTON TECHNICAL COLLEGE
Filton, Bristol BS12 7AT

LECTURER I in BIOLOGY in the Department of Mathematics, Science and Engineering to teach mainly full-time students to "O" and "A" level from 1st May or 1st September, 1977.

Details (send stamped addressed foolscap envelope) from Principal. Last date for receipt of completed forms: 11th February.

CAMBRIDGESHIRE
PETERBOROUGH TECHNICAL COLLEGE

Required for 18th April, 1977 (or as soon as possible thereafter), LECTURER Grade I in BUSINESS STUDIES to teach Economics and Commerce to secretarial, professional and national certificate courses in the Business and Management Department. Ability to teach Statistics, Calculations and/or Elements of Banking will be an advantage.

Salary in accordance with Burnham Scales, £2,469 to £4,377, plus £312 per annum.

Further particulars and forms of application obtainable from the Principal, Peterborough Technical College, Park Crescent, Peterborough PE1 4DZ (telephone 0733 67366), to whom completed forms should be returned as soon as possible.

DORSET
SOUTH DORSET TECHNICAL COLLEGE
Newstead Road, Weymouth, Dorset DT4 0DX.
Principal: J. Hill, B.A.(Hons.), M.Ed., A.M.B.I.M., Dip.Ed.

Applications are invited for the following posts in the DEPARTMENT of LIBERAL ARTS and LANGUAGES:

LECTURER (Grade I) in FRENCH.
LECTURER (Grade I) in GENERAL STUDIES and COMMUNICATIONS.

Salary Scale: Lecturer (Grade I), £2,469 to £4,377 plus £312 supplement.

Assistance with removal and incidental expenses.

Further particulars are available from the Principal at the College to whom completed application forms should be returned by 1 February, 1977.

EAST SUSSEX
COUNTY COUNCIL
EASTBOURNE COLLEGE OF FURTHER EDUCATION
St. Anne's Road, Eastbourne
East Sussex, BN21 2HS
DEPARTMENT OF ENGINEERING AND CONSTRUCTION

Applications are invited for the post of LECTURER (Grade I) in MOTOR VEHICLE WORK from 1st May 1977. Applicants should have considerable practical experience, be qualified to T.T.C. standard in Motor Vehicle work and preferably hold a teaching qualification. The person appointed will be required to teach both Integrated Courses and School Link Courses. Ability to offer Machine Shop work in addition to Motor Vehicle work would be a considerable advantage.

Further details and forms of application (returnable by Monday, 7th February 1977) from the Acting Principal.

HAVERING
(London Borough of)
HAVERING TECHNICAL COLLEGE
DEPARTMENT OF SOCIAL AND ACADEMIC DEGREE STUDIES

Required to start April 18th or September 1st, 1977.
LECTURER I in ENGLISH and COMMUNICATIONS to teach a wide range of Secretarial and Business Studies courses and on G.C.E. "O" and "A" level courses.

Salary: £3,078-£4,986 (including London Allowance).

Further details and an application form (returnable by 4th February) may be obtained from the Chief Administrative Officer, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex RM11 2LL.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY COLLEGE OF TECHNOLOGY

LECTURER I in the Department of ENGINEERING and MINING

Applications are invited for the above vacancy in the Mining Section of the Department of Engineering and Mining. Preference will be given to suitably qualified candidates in Mining-Mechanical Engineering, but consideration will be given to applicants with appropriate qualifications and industrial experience in Coal Mining or Mining-Electrical Engineering.

Starting date: April 18, 1977, or as soon as possible thereafter.

Salary will be in accordance with the Burnham Scale for Teaching Staff in Establishments for Further Education, viz: £2,469 to £4,377 per annum. Application forms and further particulars may be obtained from: The Principal, Canterbury College of Technology, New Dover Road, Canterbury, Kent CT1 3AJ, quoting reference 017.

LANCASHIRE
BOLTON TECHNICAL COLLEGE
Principal: A. G. Pearce, B.Sc., Ph.D., C.Eng., M.I.E.E., F.Inst.P.
BUSINESS STUDIES DEPARTMENT

LECTURER I in SECRETARIAL STUDIES to teach shorthand, typewriting and office practice to full and part-time students. Suitable business experience and teacher training essential.

Salary: Within scale £2,469 to £4,377 (plus supplement of £312 per annum).

Application forms and further particulars of the post may be obtained from the under-mentioned, to whom completed forms should be returned by Wednesday, 2nd February.

The Senior Administrative Officer, Bolton Technical College, Manchester Road, Bolton, Lancashire BL3 5AB.

LEICESTERSHIRE
LOUGHBOROUGH TECHNICAL COLLEGE
Principal: D. W. Hutchings M.A., M.Sc.
DEPARTMENT OF ELECTRICAL ENGINEERING

Applications are invited for the post of LECTURER Grade I in ELECTRICAL ENGINEERING.

Duties will include teaching electrical principles and practice at craft and technician levels. A sound knowledge of armature winding would be an advantage.

Salary will be in accordance with Scales for Teachers in Further Education establishments.

Applications should be made to the Principal (from whom further particulars can be obtained), Loughborough Technical College, Radmoor, Loughborough LE11 3BT (telephone 0509 215831) within 14 days of the appearance of this advertisement.

LIVERPOOL
MABEL FLETCHER TECHNICAL COLLEGE
Sandown Road, Liverpool L15 4JB
(051-733 7211)

Require SENIOR LECTURER in HUMANITIES.

Applicants must be well qualified to play a leading role in a department currently developing special Mode III and T.E.C. syllabuses in Communications, the Social Sciences, Interdisciplinary Liberal Studies Programmes and Basic Education. Successful applicant will contribute to the teaching of Humanities and will be responsible for staff development programmes to assist staff to adapt to the changing needs of the Further and Adult Education Service. Experience of Teacher Education in team teaching and project methods would be an advantage.

Please telephone the College for further particulars and application forms which should be returned to the Principal by 4th February.

LONDON
INNER LONDON EDUCATION AUTHORITY
PADDINGTON COLLEGE
Saltram Crescent, London W9 3HW
BUSINESS AND SECRETARIAL STUDIES DEPARTMENT

A developing department offering a full range of courses up to OND Business Studies.

LECTURER Grade I, suitably qualified to teach LAW to OND, ONC and O-level students. The Department is developing the teaching of industrial law to TOPS students and is expanding the teaching of these aspects across a wide range of courses.

Salary in accordance with the Burnham (F.E.) Report, on an incremental scale within the range £2,469 to £4,377, plus £312 Supplement and £402 Inner London Allowance, starting point depending on qualifications, training and experience.

Assistance may be given with household removal expenses.

Further details and application forms from the Secretary to the Department (ref B JA).

LONDON
INNER LONDON EDUCATION AUTHORITY
WESTMINSTER COLLEGE
DEPARTMENT OF PROFESSIONAL COOKERY
Vincent Square, S.W.1.

PASTRY SPECIALIST

Required for 1st September 1977 LECTURER I (Ref. PS/1/77) to teach PASTRY TECHNIQUES to students on craft and diploma courses. Applicants should possess the City and Guilds 706/3 certificate or its equivalent and have had good industrial and some teaching or training experience.

Assistance can be given for teacher training during the initial probationary period.

Salary scale in accordance with the Burnham (F.E.) Report on an incremental scale within the range £2,469 to £4,377 (plus £312 supplement). There is in addition a London allowance of £402. Starting point on the scale will depend upon qualifications, training and experience.

Please send foolscap stamped addressed envelope quoting reference for application form and further details which are obtainable from the Clerk to the Governors, Westminster College, Battersea Park Road, London, S.W.11, to whom they should be returned by 4 February 1977.

LOTHIAN
REGIONAL COUNCIL
STEVENSON COLLEGE OF FURTHER EDUCATION
LECTURER (B) IN MATHEMATICS
Salary on scale £3,333 to £5,671

Further particulars and application forms from:
The Principal, Stevenson College of Further Education, Bankhead Avenue, Edinburgh EH11 4DE.

NEWHAM
(London Borough of)
EAST HAM COLLEGE OF TECHNOLOGY
High Street South, London E6 4ER
Principal: K. H. Bishop, B.Sc.(Econ.), M.B.I.M.
DEPARTMENT of GENERAL STUDIES

Applications are invited for the post of SENIOR LECTURER in ENGLISH and GENERAL STUDIES to commence 1st May, 1977, to supervise and coordinate the teaching of the subject throughout the College.

Salary: £5,313 to £6,267 plus £402 per annum London Allowance.

Application forms and further details may be obtained by writing to the College Administrative Officer enclosing a self-addressed envelope.

Completed forms should be returned within 14 days of the appearance of this advertisement.

NORTHUMBERLAND
COUNTY COUNCIL
NORTHUMBERLAND COUNTY TECHNICAL COLLEGE
DEPARTMENT OF GENERAL AND ADULT EDUCATION

LECTURER GRADE II in MATHEMATICS

To commence 1st May, 1977. Applicants should be graduates, preferably with teaching experience in Further Education.

Salary Scale, Lecturer Grade II: £3,591 to £5,805.

Lodging allowance and up to 7½ per cent removal expenses in approved cases.

Application forms returnable by 1st February 1977 and further particulars from the Principal, Northumberland Technical College, College Road, Ashington NE63 9RG.

SHROPSHIRE
EDUCATION COMMITTEE
SECONDARY TEACHING VACANCY
N.N.E.B. COURSE TUTOR
SHREWSBURY TECHNICAL COLLEGE
London Road, Shrewsbury, Shropshire.

Required as soon as possible, qualified TEACHER with NURSERY/INFANT experience to be responsible for the N.N.E.B. COURSE. The person appointed will also act as Co-ordinating Tutor for the Health and Child Centred Studies Section of the Faculty of Business and Management Studies.

The post is at present graded as Lecturer II on the Burnham Further Education Scale. Salary £3,591-£5,805. The grading of the post is under review.

Application forms and further details obtainable from the Principal, Shrewsbury Technical College, London Road, Shrewsbury, to whom they should be returned by Monday, 7th February, 1977.

SOLIHULL
SOLIHULL COLLEGE OF TECHNOLOGY
Blossomfield Road, Solihull

Required as soon as possible LECTURER, mainly for COMPUTING. Either Lecturer I or Lecturer II, according to age, qualifications and experience.

Details from Principal.

SOLIHULL
COLLEGE OF TECHNOLOGY
Blossomfield Road, B91 1SB

Required in April LECTURER I in BEAUTY THERAPY including Electrolysis.

Starting at a point on salary scale £2,781-£4,689. Further details from Principal.

SURREY
EDUCATION COMMITTEE
BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey
DEPARTMENT OF COMMERCIAL AND SECRETARIAL STUDIES

LECTURER Grade I in ACCOUNTANCY to teach mainly to OND/ONC, Business Studies students. Ability to offer related subjects an advantage. Appropriate academic and/or professional qualifications required.

DEPARTMENT OF FOOD AND HEALTH STUDIES
LECTURER Grade I in FOOD PREPARATION and ALLIED SUBJECTS to teach broadly based food production subjects to C. and G. 706, 705 and OND students. Applicants should have recognised qualifications and/or relevant experience in catering industry.

Salary Scale: Lecturer Grade I £2,781-£4,689 plus £150 London Weighting. Commencing salary dependent upon qualifications and experience. General relocation expenses in approved cases.

Further details and application forms from the Principal to be returned by Monday, 31st January, 1977.

TAMESIDE
COLLEGE OF TECHNOLOGY
LECTURER I IN ADVERTISING AND DESIGN

Applications are invited for the above post in the School of Art and Design.

Appropriate industrial experience essential; teaching experience desirable. The post becomes vacant on the 1st May, 1977.

Application forms and further particulars are available from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne OL6 6NX, to be returned by 31st January. Reference AD/EA/1/77.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
WHITWOOD MINING AND TECHNICAL COLLEGE
Four Lane Ends, Castleford

LECTURER, Grade 1, required to assist in the development of Full and Middle Line Management, Supervisory and Shop Steward Courses.

The person appointed will be required to teach Industrial Relations Management Principles and Practice and in one or more of Human Relations, Communications, Personnel Management or Technical Aspects. Some industrial or administrative experience is desirable, and preference will be given to candidates with teaching qualifications and/or experience.

Salary within the scale range £2,469 to £4,377, with increments for approved industrial and/or teaching experience.

Application forms may be obtained from the Principal, Whitwood Mining and Technical College, Castleford, West Yorkshire (Tel. Castleford 559711), to whom the completed forms should be returned by not later than Friday, 4th February, 1977.

Hammersmith and West London College
Airlie Gardens, W8 7AF

Vice Principal

£9963 plus £402 Inner London Allowance

This Group 9 College carries an establishment of three Vice Principals. Each of the Vice Principals is expected to carry out both academic functions in relation to a group of departments, and administrative functions across the college as a whole.
The college is seeking an educationist capable of senior managerial responsibility.

Appropriate experience of teaching, of employment other than teaching and a sensitive approach to personal relationships are sought rather than any specific specialist area of academic knowledge.

Application forms and further particulars from the Senior Administrative Officer (IC) to be returned by 9 February, 1977.
Likely interview date 1 March, 1977.

INNER LONDON EDUCATION AUTHORITY

COLLEGES OF FURTHER EDUCATION
continued

WOLVERHAMPTON
(Metropolitan Borough of)
BILSTON COLLEGE OF FURTHER EDUCATION
Westfield Road, Bilston
WV14 6ER
Telephone: Bilston 42871-2-3
Principal: J. Inch, B.A.(Hons.), F.G.S., F.R.G.S.

DEPARTMENT OF CONSTRUCTION
LECTURER II IN CIVIL ENGINEERING AND BUILDING

Applications are invited from suitably qualified persons for the above post.

Further particulars and application forms are obtainable from the Principal, to whom they should be returned within 14 days of the appearance of this advertisement.

Colleges and Departments of Art

Heads of Department

CUMBRIA
EDUCATION COMMITTEE
CARLISLE COLLEGE OF ART AND DESIGN
Brampton Road, Carlisle
Principal: A. O. Tennant Moon A.R.C.A., F.S.A.E.

Required for 1st May, 1977: DIRECTOR OF STUDIES (Head of Department Grade IV: £6,756 to £7,632 and £312 supplement).

Applicants must have teaching and organizing experience at senior level within the Further or Higher Education Sectors. A knowledge of Vocational Art Courses is essential.

Application forms and further details available from the Principal to whom they should be returned no later than 4th February, 1977.

Other Appointments

DEVON
EXETER COLLEGE OF ART AND DESIGN
LECTURER II/SENIOR LECTURER in TYPOGRAPHIC DESIGN

The Lecturer appointed will be primarily concerned with Typographic teaching on the B.A. (Hons.) Graphic Design Course.

Applicants should have a sound knowledge of typographic theory and practice, and a thorough understanding of its application within the context of creative professional design. Previous teaching experience on a degree level or a good vocational course would be an advantage.

Salary: Lecturer II, £3,279 to £5,493; Senior Lecturer, £5,031 to £5,955, plus supplements.

Application form and details from Chief Administrative Officer, Earl Richards Road North, Exeter, EX2 6AS.

GATESHEAD
METROPOLITAN BOROUGH COUNCIL
GATESHEAD TECHNICAL COLLEGE
Readvertisement

LECTURER II in Conservation of Prints, Drawings and Watercolours. Post reference (G 2)

Applications are invited from experienced CONSERVATORS, having substantial practical knowledge of prints, drawings and watercolours, for the above post, which is vacant from 1st September, 1977.

The person appointed will be in charge of the section of the Conservation Department devoted to prints, drawings and watercolours, and will be assisted in this work by an existing Lecturer Grade I.

Salary will be in accordance with the Burnham Further Education Report 1976, namely, £3,279 to £5,493 plus a supplement of £312 per annum, under the pay award.

Application forms and full particulars of the post may be obtained from the Principal, Gateshead Technical College, Durham Road, Gateshead NE9 5BN, Tyne and Wear, to whom completed forms should be returned no later than two weeks after the date of issue of publication.

NORFOLK
COUNTY COUNCIL
NORWICH SCHOOL OF ART
St. George Street, Norwich
NR3 1BB

PRINCIPAL LECTURER IN FINE ART

Temporary post for one year only from 1st April, 1977, to 31st March, 1978.

Salary in accordance with the Burnham Further Education Report £5,940 to £6,642 plus £312 Supplementary Award.

Application form and further details from the Chief Administrative Officer at the school (please enclose a stamped addressed envelope). Closing date is 14 days from the appearance of this advertisement.

Polytechnics

EAST SUSSEX
BRIGHTON POLYTECHNIC
PART-TIME LECTURER IN ILLUSTRATION

A part-time Lecturer is required to teach 11 hours per week on the B.A. (Hons.) Graphic Design course.

Previous teaching experience is desirable and experience at a high level in professional practice, as an illustrator, is essential.

Salary: £5.79 per hour.

Further particulars and application forms from the Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4GJ. Tel. (0273) 693655. Closing date: 1st February 1977.

MOUNT SAINT VINCENT UNIVERSITY

PRESIDENT

Mount Saint Vincent University Board of Governors invites applications, nominations and enquiries for the position of president. The appointee will be expected to take office July 1, 1978.

Mount Saint Vincent University is unique, being the only university in Canada whose primary orientation is to the education of women. Founded in 1925 by the Sisters of Charity, it is open to students and faculty of any religious affiliation. The university has a current enrolment of over 2,200 full and part-time students and a faculty of 143. It offers students a personalized education leading to undergraduate degrees in arts and science, business administration, child studies, education, home economics and secretarial arts; master's programmes in education; two year diploma and certificate programmes in child development and secretarial studies. The university is associated with Dalhousie University and the Nova Scotia College of Art and Design.

POSITION: The president is the chief administrative and academic officer of the institution and is responsible for implementing the policies established by the board of governors, and for providing leadership and direction for the university.

QUALIFICATIONS: Candidates should possess a strong commitment to liberal arts education; university teaching experience; demonstrated ability in administration, fiscal management, faculty, student and community relations; and attitudes compatible with the character and Catholic tradition of the university.

Applications with curriculum vitae should be sent by March 1, 1977 to:

Presidential Search Committee,
Mount Saint Vincent University,
Halifax, Nova Scotia B3M 2J6.

London Borough of Bexley
ERITH COLLEGE OF TECHNOLOGY
Tower Road, Belvedere, Kent DA17 6JA
Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., M.B.I.M.

Applications are invited for the following post to take effect as soon as possible. Stages I and II of a new College on a magnificent site near the existing College are now complete and in full occupation.

LECTURER GRADE 1 IN PRODUCTION ENGINEERING

Required to teach Mechanical Engineering Workshop Practice and related subjects in a variety of courses, including the E.I.T.B. "off-the-job" 46 week integrated course.

Applicants must possess an appropriate City & Guilds qualification or equivalent and have sound industrial experience. Ability to offer Fabrication Engineering and Welding an advantage. Teaching/instructing experience, full or part-time, is desirable. (Ref. E.1.)

BURNHAM TECHNICAL SALARY SCALE (including London Allowance):

LECTURER GRADE I: £3,078-£4,986 (according to qualifications and experience).

Application forms and further particulars from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (ERITH 42831) (quote reference of post), to whom they should be returned within ten days of the appearance of this advertisement.

The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

Universities

ABERDEEN
THE UNIVERSITY
FACULTY OF LAW

Applications are invited for post of
LECTURER
within the DEPARTMENT of JURISPRUDENCE.

Salary on scale £3,333-£6,655 with appropriate placing. Superannuation benefits.

Further particulars from The Secretary, The University, Aberdeen, with whom applications (2 copies) should be lodged by 11 February 1977.

CANADA

Applications are invited from GEOGRAPHERS for appointment at the LECTURER or ASSISTANT PROFESSOR level, depending on experience and qualifications, effective September 1, 1977. Demonstrated competence in teaching introductory human and physical geography and ability to work with students beginning university studies essential. Successful applicants should be prepared to teach at either the St. John's or the Corner Brook campus of the University.

If experience warrants, possibility of some teaching duties beyond first-year level.

Submit curriculum vitae and names of three referees to: Chairman, Appointments Committee, Department of Geography, Memorial University of Newfoundland, St. John's, Newfoundland.

Salary commensurate with experience and qualifications.

EGYPT
THEATRE DIRECTOR/PRODUCER

To act as substitute for one year only, Fall 1977 through Spring 1978 semesters. Direct two productions: supervise student productions, and teach courses in acting and directing.

Submit resume to Dean of Faculties, The American University in Cairo, Cairo, Egypt. (Equal opportunity and affirmative action employer.)

TRINIDAD
THE UNIVERSITY OF THE WEST INDIES

Applications are invited for the following post in the In-Service Diploma in Education Programme: LECTURER/ASSISTANT LECTURER in EDUCATION with special reference to the teaching of Science.

The emphasis is on integrated Science and applicants should be familiar with relevant curriculum development projects. Applicants should have expertise and interest in some additional aspects of educational theory and practice, e.g., philosophy, psychology, sociology, curriculum development. Knowledge of and interest in Sociology of education or curriculum development would be particularly welcome.

The course combines many innovatory features; and interdisciplinary thematic approach to educational theory, in which crucial issues in education are studied from many points of view; the emphasis of team teaching methods rather than on lectures; carefully integrated assessment procedures rather than terminal examinations.

Salary scales for 1976-77: Lecturer, TT$17,739 to TT$27,711 per annum; Assistant Lecturer, TT$14,400 to TT$16,786 per annum. (£1 sterling equals TT$4.051.) F.S.S.U. Unfurnished accommodation, if available, at 10 per cent or furnished at 12½ per cent or housing allowance of 20 per cent of pensionable salary. Up to five full economy passages on appointment and on normal termination. Study and travel grant.

Detailed application, naming three (3) referees, to Secretary, U.W.I., St. Augustine, Trinidad, as soon as possible. Details of post sent to all applicants.

ULSTER
THE NEW UNIVERSITY
EDUCATION CENTRE
LECTURER/SENIOR LECTURER IN EDUCATION
(Philosophy or Education)

Applications are invited for a full-time lectureship/senior lectureship within the Education Centre. Candidates should be honours graduates with experience of teaching in schools and with special qualifications in the field of philosophy of education.

Salary: Lecturer, £3,333 to £6,665 per annum (with F.S.S.U./U.S.S.); Senior Lecturer, £6,443 to £7,981 per annum (with F.S.S.U./U.S.S.).

Further particulars may be obtained from the Registrar, The New University of Ulster, Coleraine, Northern Ireland BT52 1SA (quoting Ref.: 77/5), to whom applications, including a tabulated curriculum vitae and names and addresses of three referees, should be sent not later than 11th February, 1977.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES LITERARY SUPPLEMENT

with its worldwide academic readership—the TLS—which is read in 87 countries every week—provides a first-class medium for advertising University Appointments, especially in the Arts and the Humanities. Rates 40p a line (minimum 80p). £2.50 a single column centimetre display. To book advertisement space please contact Miss Lesley Woodcock, Classified Advertisement Department, The Times Literary Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road WC1X 8EZ. Telephone 01-837 1234, extension 437.

Fellowships Studentships and Research Awards

OXFORD
ST. HILDA'S COLLEGE
Oxford OX4 1DY

A SCHOOLMISTRESS STUDENTSHIP will be offered, tenable in Hilary or Trinity Term 1978. Candidates must be practising teachers engaged in sixth form work.

Particulars may be obtained from the College Secretary, and applications must be sent to the Fellow Librarian, Miss B. Levick, by 11th February.

Colleges of Higher Education

ATHROFA GOGLEDD DD CYMRU
THE NORTH-EAST WALES INSTITUTE OF HIGHER EDUCATION
SCHOOL OF MANAGEMENT BUSINESS AND TRADE UNION STUDIES
LECTURER II IN ACCOUNTANCY

Required as soon as possible to teach a range of H.N.D. and professional courses.

Application forms and further details from the Institute Registrar, North-East Wales Institute, Kelsterton College, Connah's Quay, Deeside, Clwyd. CH5 4BR.

Colleges of Education

Directors and Principals

BRISTOL
Appointment of PRINCIPAL at WESLEY COLLEGE
Bristol

(affiliated to Department of Theology at Bristol University) to take effect September 1978. The College prepares some sixty students for ordination in the British Methodist Church.

Names are being considered but any other person wishing to be included should write to The Secretary, Division of Ministries, Room 185, 1 Central Buildings, Westminster, London SW1H 9NH, not later than 30th January 1977.

Teachers' Centres

ESSEX
HARLOW TEACHERS CENTRE
Rivermill School, Hodings Road, Harlow, Essex
WARDEN

Applications are invited from qualified TEACHERS with appropriate experience for the full-time WARDEN post at the Harlow Teachers Centre. This post is concerned with the in-service education of local teachers. The successful candidate will be expected to take up appointment on May 1, 1977, if possible.

Salary Scale (Burnham Primary and Secondary) Report, Scale 4: £4,368 to £5,832 per annum plus appropriate London weighting allowance.

Application forms and further particulars may be obtained from the County Education Officer, Further Education Branch, Threadneedle House, Market Road, Chelmsford, Essex. The closing date for applications will be February 11, 1977.

Adult Education

GLOUCESTERSHIRE
THE COUNTY COUNCIL IN ASSOCIATION WITH THE HOME OFFICE PRISON DEPARTMENT
EDUCATION OFFICER—H.M. PRISON, GLOUCESTER

Applications are invited for the above full-time post from qualified and experienced TEACHERS, preferably with administrative experience. Additionally, an interest in Adult Education, Remedial Teaching of Basic Subjects and a sincere interest in the treatment of offenders is desirable. It is hoped that the appointment will be effective from 1st May, 1977. H.M. Prison, Gloucester, is a Local Prison with a Training Wing.

Lecturer II. Burnham F.E. Scale.

Further particulars and application forms obtainable from the Chief Education Officer, Shire Hall, Gloucester. Enclose stamped addressed envelope.

HEREFORD AND WORCESTER
COUNTY COUNCIL
H.M. REMAND CENTRE
Brockhill, Redditch

Applications are invited from qualified and experienced TEACHERS for a full-time teaching appointment from 1st May, 1977 (or earlier if possible).

The Remand Centre caters for young men aged 17 to 21 and boys aged 14 to 16. The teacher appointed will assist the Education Officer and have teaching duties mainly with the younger inmates.

Salary based on the Burnham FE Scale for Lecturer Grade 1 (£2,781 to £4,689). Application forms and further details from County Education Officer (Ref. R/RHJ), County Education Office, Castle Street, Worcester WR1 3AG.

LEEDS
CITY COUNCIL
AINSTY INSTITUTE OF FURTHER EDUCATION
EDUCATION OFFICER
H.M. Remand Centre, Thorp Arch

Applications are invited for the above position to be taken up on May 1, 1977. The post is full-time, and the person appointed will be required to work a ten-session week, of which three or four sessions may be devoted to evening duties to 8.0 p.m. Candidates should be qualified teachers with an interest in remedial education and/or the treatment of offenders, and preferably with some administrative experience.

The appointment will be made on the Lecturer Grade II scale of the Burnham Further Education Report, currently £3,591 to £5,805.

Application forms and further details may be obtained from the Principal, Ainsty Institute of Further Education, Moorlands, Wetherby, LS22 4LD. Completed applications should be returned to the Principal within 14 days of the appearance of this advertisement.

FULL TIME TEACHER OF SHORTHAND AND TYPEWRITING

required for permanent appointment by a

College in Central London

Knowledge of Pitman 2000 and New Era Shorthand systems and some experience of teaching students whose first language is not English will be helpful.

The post will be vacant from 18th April, 1977, but the successful applicant could take up duties some weeks earlier, if convenient, to liaise with the present teacher before she leaves.

Salary negotiable according to qualifications and experience. Long holidays.

Apply, in writing, with details of age, qualifications and experience to:

The Principal,
L.T.C. College of English and Secretarial Studies,
26-32 Oxford Street, London W1A 4DY.

THE UNIVERSITY OF MANCHESTER
MANCHESTER BUSINESS SCHOOL

APPOINTMENT OF DIRECTOR

The Council of the Manchester Business School proposes to appoint a Director of the school on or after September 1st, 1977. The school has over 100 postgraduate and 200 post-experience students a year, and more than 40 teaching and research staff.

The salary will be subject to negotiation.

Any persons interested are invited to address proposals, which will be treated with the strictest confidence, not later than March 14th, 1977, to the Vice-Chancellor, The University, Manchester M13 9PL, from whom further particulars of the appointment may also be obtained.

McMASTER FELLOWS

IN ARTS, SCIENCE AND ENGINEERING

Applications are invited for a limited number of appointments as McMaster Fellows beginning in the academic year 1977/78.

Appointments will normally be made for two years with possible renewal for a third year. Fellows will be expected to undertake full-time scholarly research either individually or in collaboration with faculty members in the University. The stipend will be $16,000 and modest grants will be available to support the research.

Applicants should submit detailed descriptions of their proposed research and should supply the names of three referees who would be willing to provide supporting letters if requested to do so.

Applications should be sent by *March 31, 1977* to:

Dr. A. A. Lee,
Vice-President, Academic
McMaster University,
1280 Main Street West,
Hamilton, Ontario L8S 4K1

Roehampton Institute of Higher Education

Applications are invited for the following post at Southlands College

PRINCIPAL LECTURER or SENIOR LECTURER in MULTICULTURAL STUDIES

The person appointed will be responsible for leading the team teaching a Diploma Course in Education for a Multicultural Society and for coordinating contributions from this area of study to P.G.C.E., B.Ed., B.A., B.H. and other courses. Applicants should have strong academic qualifications and wide experience in teaching and multicultural work, and be capable of developing in-service courses and courses leading to higher degrees in Multicultural Studies.

Further particulars and application forms are available from the Principal, Southlands College, Wimbledon Parkside, London SW19 5NN (Tel: 01-946 2234). Closing date for receipt of applications: 5th February 1977.

Durham County Council
Social Services Department

TEACHER
Seaham Community Home
Church Lane, Seaham

The Centre accommodates 18 disturbed adolescent girls between 11 and 18 years old.

Salary in accordance with Burnham Scale 1 plus qualified teachers' allowance of £564 p.a. plus extraneous duties allowance (15 hours per week) £679 p.a.

Applicants should be particularly interested in art, craft, music and remedial work.

Visits and informal discussions welcomed by arrangement with Mr. E. G. Whyat, Superintendent (Tel. Seaham 813899).

Application forms, which must be returned by 12th February, 1977, and further particulars from the Director of Social Services, County Hall, Durham DH1 5UG.

DRUIDS HEATH SCHOOL
ALDRIDGE, WALSALL, W. MIDLANDS

TEACHER
(WOODWORK/METALWORK)
Burnham Scale 1 plus Supplement

Required at this Community Home for 68 boys aged between 10 and 16 years. Social work duties (15 hours) are carried out during the evenings and one weekend in three.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

For further particulars telephone The Principal, Aldridge 55555. Informal visits welcomed.

Barnardo's

DEVON SOCIAL SERVICES
Second Deputy Principal Resident
J.N.C. (£4,755-£5,787) plus £312 p.a. Pay Award

Required at Farringdon House Community Home, Nr. Exeter, which is a controlled Home catering for 60 girls in this 14-18 years age group.

The person we are hoping to appoint must have a real interest in the continuing development of a variety of treatment/care training options that are in operation on the existing campus. These important options include: apart from a group/unit orientated Main House:

CLYST HOUSE	—A purpose-built Intensive Care Unit.
COACH HOUSE	—A 90-day treatment unit that has a central theme. A process of 'on-going' assessment during a fairly intense short-term period of residential care.
WORKING GIRLS' HOSTEL	—Situated in the City of Exeter which is to be opened shortly.

The Second Deputy will play a key role in the community orientated aspect of the life of this important resource which deals with a wide cross section of damaged girls with multifactorial difficulties.

This post will afford the right person a first-class opportunity for personal, professional development and to be influential in the professional development of other staff members.

Child Care Officers
N.J.C. Grade I (£1,701-£2,529)*
Grade II (£2,277-£2,691)* + £312
Pay award Supplement
Grade III (£2,364-£2,853)*

To share in the new concept group living situations within the various enterprises at Farringdon House. Applicants must have genuine interest in the rehabilitation of adolescent girls, possessing drive, initiative, personality and an ability to interest the girls in a wide range of activities. Accommodation available.

* *Qualification Allowance £150 for approved qualification.*

INFORMAL ENQUIRIES would be welcome prior to formal application being made—please contact: Miss A. Davies, The Principal, Farringdon House Community Home, Farringdon, Nr. Exeter. Tel. Woodbury 32316.

Application form and further details: Director of Social Services, County Hall, Exeter. Tel. Exeter 77977 Ext. 519.

Closing date 17th February, 1977.

ADULT EDUCATION
Appointments continued

LEICESTERSHIRE
GROBY NEW COMMUNITY COLLEGE

Opening August, 1977. For advertisements re Community Tutors, see block advertisement under Secondary Education.

Community Homes and Associated Institutions

Headships and Deputy Headships

HAMPSHIRE
ST. EDWARD'S SCHOOL
Melchet Court, Sherfield English near Romsey

HEAD of EDUCATION (Second Deputy) required at this Roman Catholic residential school for disturbed and delinquent children between the ages of 13 and 17, the majority of whom are in the care of local authorities.

The successful applicant will be responsible for the organization and administration of the education on the premises, co-ordinating the caring and educational roles in conjunction with five vocational training departments.

The school caters for 80 boys, half of these being in full time education and the remainder part-time with greater emphasis on vocational training.

The person appointed should be a qualified teacher with experience in residential special schools and a Catholic would be preferred. He should also be able to offer sports, games or hobbies as leisure time activities for the boys and would take responsibility for a team of staff on extraneous duty during these times and with total responsibility of the school in the absence of the Head and Deputy.

The school is situated in pleasant rural surroundings and good accommodation (modern house with garage) is available for a married person at a reasonable rental and furnished quarters for a single person within the school.

Salary scale, £5,421 to £6,385 per annum.

Initial position on scale dependent on previous experience.

Holidays, eight weeks per annum. Comprehensive applications (no forms) should be sent, together with the names and addresses of three referees, to the Correspondent to the Managers as soon as possible.

Other Appointments

GLOUCESTERSHIRE
COUNTY COUNCIL
SEDBURY PARK SCHOOL
TEACHER

Sedbury Park is a Community Home for 86 boys of from 13 years who live in six separate house units of different size and style, and who attend school daily on the premises. The school is pleasantly situated in open countryside overlooking the Severn near the Gwent border close to the pleasant country town of Chepstow and the Severn Bridge which affords easy access to the motorway network within a few miles of the school.

Applications are invited either from teachers trained in THREE-DIMENSIONAL STUDIES with a particular interest in METALWORK and able to redevelop this subject within a well-equipped workshop, or from teachers trained in GENERAL SUBJECTS and with experience of and interest in the education of slow-learning children. Small classes are possible and steadily improving facilities available.

An unfurnished modern three-bedroomed semi-detached house situated in a pleasant residential area near the school is available at moderate rental or single accommodation on the campus with full emolument charges of £411 per annum available.

Salary Burnham Scale 1, plus £564 per annum allowance and £679 per annum for extraneous duty of 15 hours per week.

Application forms from Director of Social Services, Boarland Wing, Shire Hall, Gloucester GL1 2TH, returnable to J. McCreadie, Esq., Headmaster, Sedbury Park School, Chepstow, Gwent, telephone Chepstow 2284, who will be pleased to provide further details and arrange informal discussion.

LANCASHIRE
COUNTY COUNCIL SOCIAL SERVICES DEPARTMENT
RED BANK SCHOOL
Newton-le-Willows
Merseyside, WA12 8EA

TEACHER: TRAINING UNIT

Red Bank Training Unit is a Community Home with Education on the Premises catering for 120 boys, age range 14 to 16 years. We require, as soon as possible, a TEACHER of GENERAL SUBJECTS (ability to play the piano desirable).

The successful candidate will join a team of teachers providing an educational programme in new workshops and classrooms. Five teaching groups of an average 12 boys cover the remedial to C.S.E. spectrum of ability.

Candidates should possess an interest in children who have social and emotional problems and be prepared to work as a member of a multi-disciplined team in one of the four House Units each of 30 boys.

Salary: Burnham Scale 1 plus £564 per annum Community Home Schools Allowance; plus £679 per annum Extraneous Duties Allowance; plus £312 per annum supplement.

Married or single accommodation is available.

Financial assistance in connexion with a move of house is payable in certain circumstances, in accordance with the County Council's Scheme.

Application forms and further details are available from the Principal.

Closing date 28th February, 1977.

Assessment Centres

GLOUCESTERSHIRE
COUNTY COUNCIL
DEPUTY OFFICER-IN-CHARGE
PARKLANDS WHITMINSTER

Parklands is a well established Assessment Centre for 24 boys and girls, with education on the premises.

The appointment is available through promotion and should appeal to experienced social workers or teachers from the Community Home system who wish to broaden their experience.

The majority of children and young people admitted have severe problems, many are on remand and although the first objective of the Centre is assessment, the treatment needs of the children are recognised. A stimulating regime, including many out-of-door activities, is provided for those children able to benefit—psychiatric and psychological support is available.

An extension is planned and it is envisaged that the completed project will provide a centre of 38 places in three separate units. The extension will also include staff flats and houses—at present it is regretted that only single accommodation is available.

Salary: Residential Officers Range 6A, £3,498 to £4,017 per annum including supplement, less £411 per annum for full residential charges.

For further information and informal visit please telephone Mr. A. N. Pearce, Saul 310.

Application form from Director of Social Services, Boarland Wing, Shire Hall, Gloucester GL1 2TH. Reference TES.

Youth and Community Service

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY YOUTH SERVICE
HOUGHTON REGIS YOUTH CLUB

Applications are invited from suitably qualified candidates for the post of YOUTH LEADER at this well established club which meets in purpose built premises that are part of a local Authority Complex which also includes a Library and a Health Centre, and is adjacent to the main shopping centre.

The post offers excellent experience in a progressive Youth Service, which offers In-Service Training and regular support sessions.

Salary within the J.N.C. Range 3 (points 1 to 5) £3,426 to £3,888 plus £312.

Application forms and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP, to whom the completed form should be returned as soon as possible.

D. P. J. Browning, M.A., Chief Education Officer.

CUMBRIA
OUTDOOR ACTIVITIES INSTRUCTORS

Required by Camp Windermere for inclusive periods:

April-October, 1977 (30 weeks—one senior appointment).

April-mid June, 1977 (10 weeks).

Mid June-October, 1977 (18 weeks).

Training courses are run weekly for boys from well disciplined Youth Organizations under [illegible] conditions at this standing Camp by Lake Windermere. Activities include Canoeing, Fell Walking, Sailing and Expedition Training—qualifications, experience in all activities an advantage.

Generous salaries are available for suitable staff reflecting the challenging nature of these appointments.

Application forms and full details are available from "The Nook", St. Mary's Lane, Ambleside, Cumbria, where brief personal details, qualifications, experience should be sent with periods for which applicants wish to be considered. Closing date 17th February, 1977.

DERBYSHIRE
HOLMEWOOD AND HEATH
North-East Derbyshire

Are you interested in working with people of all ages? Prepared to work long hours? Willing to get your coat off and roll up your sleeves? If so, you may be the person we are looking for!

Applications are invited for this new post of COMMUNITY WORKER for Holmewood and Heath, an ex-mining area now in the process of redevelopment, situated near Chesterfield. The post arises from a successful Urban Aid Application by the Holmewood and Heath Community Association for a Community Worker and Centre.

Salary: JNC range 4, points 1 to 5 (£4,008 to £4,524, plus £312 Supplement); unqualified rate £1,986 to £2,313 plus £312 Supplement.

Further particulars may be obtained by sending a stamped addressed envelope to the Director of Education, County Offices, Matlock, Derbyshire, to whom completed applications should be returned within three weeks of the appearance of this advertisement.

DORSET
COUNTY COUNCIL
YOUTH SERVICE
CORFE MULLEN YOUTH CENTRE

Qualified YOUTH LEADER required as WARDEN at this centre which was opened in 1975 in purpose-built premises. Salary in accordance with J.N.C. Scale 2 £2,712 to £3,837 plus £312 per annum supplement. Assistance with removal expenses.

In-service training for personal development is encouraged by the Authority.

Further details and application form obtainable from the Staffing Officer, Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of stamped addressed envelope.

HARINGEY
(London Borough of)
EDUCATION SERVICE

Applications are invited from qualified YOUTH LEADERS or COMMUNITY CENTRE WARDENS (this includes those with the status of qualified teacher or holders of a University degree or diploma in Social Sciences) for the following posts in the Youth Service.

YOUTH WORKER
(WALK-IN CENTRE)
Salary Scale 2, £3,426 to £4,031 inclusive.

This project, financed by Urban Aid, has been established with the following main objectives:—

(1) To cater for the needs of young people who are not participating in any conventional youth services and provisions.

(2) To provide a point of contact between unattached young people and lay youth and professional community and social workers.

(3) To help young people by counselling to cope with their problems and establish better relations with their community and social institutions.

The centre is staffed by two full-time workers, one of whom as Leader-in-Charge seniority and has already been appointed.

Closing date 14 days from the appearance of this advertisement.

YOUTH/COMMUNITY TUTOR — ALEXANDRA PARK SCHOOL,
Park Road, N.11.

A fairly large Comprehensive School. Salary Range 3 points 3 to 6, £3,8[illegible] to £4,[illegible] inclusive.

Duties will include the administration and organization of the school-based Youth Association, liaison with voluntary youth and adult organizations in the area and teaching in the school for one day each week.

Closing date 11th February, 1977.

Application forms and further details for both posts obtainable from Chief Education Officer (Reference IT/205), Further Education Division, 47c High Road, Tottenham N17 [illegible]. Telephone: 01-801 3100, Extension [illegible].

LANCASHIRE
EDUCATION COMMITTEE
DISTRICT 9
YOUTH SERVICE

Applications are invited from suitably qualified persons for the post of YOUTH WORKER to be concerned with the rural areas of Chorley District, including relationships with a local High School.

The successful candidate will be a member of the District Youth Team responsible to the District Youth Officer.

Salary in accordance with J.N.C. Scale 2 (£2,712 to £3,837 plus £312).

Further details and application forms are available from The District Education Officer, Williams and Glyn's Bank Chambers, Market Street, Chorley, to whom they should be returned within 14 days of the date of the advertisement.

LANCASHIRE
EDUCATION COMMITTEE
YOUTH SERVICE
Preston District

Full-time LEADER required to be seconded to St Joseph's Roman Catholic Youth Club, Preston. Modern purpose built buildings, active Management Committee. JNC Scale Range 1 (1-4).

Application forms and further particulars from the District Education Officer, Guildhall Offices, P.O. Box [illegible], [illegible] Guildhall Street, Preston, PR1 3US.

LEICESTERSHIRE
GROBY NEW COMMUNITY COLLEGE

Opening August 1977. For advertisement re COMMUNITY TUTORS, see block advertisement under SECONDARY EDUCATION.

LINCOLNSHIRE

Applications are invited from suitably qualified persons for the post of YOUTH WORKER at SPALDING YOUTH CENTRE. The salary is J.N.C. [illegible] The successful candidate [illegible] a full-time youth service [illegible] 25 and the opportunity of [illegible] ment in training, activities [illegible] events at divisional and [illegible] level.

Application forms and further particulars are obtainable from County Education Officer, Lincolnshire County Council, County Offices, Newland, Lincoln.

LIVERPOOL
BOYS' CLUB LEADER

A thriving boys' club is regretfully losing its leader who becomes a county association secretary. Therefore we are looking for a qualified, experienced youth worker to carry on the good work. In addition to a wide range of boys' activities the club has built up a good community involvement through a pre-school play group, pensioners' club, community studies group, etc. Consequently the leader has plenty of opportunity for using initiative and developing it [illegible].

Salary Scale: J.N.C. Range 3, £3,771 to £4,848 plus £312.

Please apply with brief details of experience and qualifications to the Chairman, [illegible] Hill Boys' Club, care of [illegible] Bulldog Limited, [illegible] Booth Street, Liverpool [illegible] 0AH.

LIVERPOOL
RATHBONE PROJECT
PROJECT CO-ORDINATOR

This Project is an experiment in education in the community helping young people and adults in Liverpool 8 through youth work, drama, holiday schemes and practical workshops is run by a team of full-time workers.

A co-ordinator is needed to [illegible] between activities and organise project development. This is a [illegible] post offering an exciting challenge to someone experienced in community education and/or [illegible] work, etc.

Salary: £3,490 to £4,[illegible] ([illegible] Scale)

Forms and details from Rathbone Society, Northern Office, [illegible] Woodhouse Lane, Leeds 2. [illegible] 0532 464766.

LONDON, SE14

Applicants are invited for the post of FULL-TIME YOUTH WORKER in this purpose-built Community Centre sponsored by local churches in a new housing area.

The person appointed would be responsible for developing the existing open clubs and would have [illegible] and voluntary support.

Applicants should be sympathetic to the Christian principles underlying the Project. Excellent accommodation available at [illegible] rent. Salary and conditions JNC. Further information from [illegible], St. James [illegible] Cross, London SE14. Tel: 01-[illegible].

Islington
Social Services

Gisburne House/Community Home/North Watford

RESIDENT DEPUTY SUPERINTENDENT Grade 6A

Gisburne House is a residential establishment providing care, education and planned treatment for 32 boys and girls.

This vacancy arose owing to the promotion of the previous postholder and we are looking for a progressive and enthusiastic person who can offer loyalty, commitment, leadership and a willingness to work and care when the going gets tough.

Applicants must be experienced and/or trained in child care, social work or teaching, particularly with adolescents.

The successful applicant will be part of a management team [illegible] and be working with a multi disciplinary team of child care officers, teachers, social workers, psychiatrists and psychologists as well as our children, and must be capable of taking over the establishment in the absence of the superintendent and also be able to share in the responsibility of future planning and staff development.

Also at Gisburne House we have vacancies for a Team Leader Grade 3, and also Houseparents Career Grade 1/2, to join this developing community with a good staff/child ratio. Excellent professional support, opportunities for in-service training and staff development. Post can be resident or non-resident, but accommodation at present available for single persons only. One-bedroom flat available.

SALARIES:	
Deputy Superintendent	£4,797-£5,430
R.C.C.O.3	£2,676-£3,165
R.C.C.O.1	£2,505-£3,003

Informal enquiries may be made of Mr G. Wylde-Jones, Gisburne House telephone Watford 75139.

Application forms etc. from Director of Social Services, 17 Islington Park Street, London N1 1QU (01-359 3535, Ext. 207). Quoting Reference: SS/AS/62. Closing date 4th February, 1977.

Greenacres Observation and Assessment Centre, Clay Cross

This new observation and assessment centre for 24 disturbed older adolescent boys will be opened by the Social Services Department in the near future.

An Education Unit will be an integral part of the centre, and the teaching staff will play an active part in assessing and caring for the children.

The following staff are required from Easter 1977 or earlier if possible.

Teacher-in-Charge
Burnham Scale 3

Responsible to the Superintendent for devising and implementing a programme of education and assessment suited to the needs of disadvantaged children in care.

3 Assistant Teachers
Burnham Scale 1 plus Special Class Allowance (£351)

To assist the Teacher in Charge in the education unit.

Application forms and further particulars from the Director of Education, County Offices, Matlock, Derbyshire (s.a.e.) to be returned within 14 days of advertisement.

DERBYSHIRE
County Council

YOUTH AND COMMUNITY SERVICE
continued

NORTHUMBERLAND
COUNTY COUNCIL
ASTLEY COUNTY HIGH SCHOOL
Seaton Delaval NE25 0BP
FURTHER EDUCATION AND YOUTH SERVICE TUTOR
(New Scale 2)

Required for 25th April 1977 for this co-educational comprehensive school for pupils aged 13 to 18, for a suitably experienced TEACHER.

Responsible, through the Deputy Head (Further Education and Youth), for supervising the development of youth and community activities, but major involvement initially will be in the field of youth service. The appointment calls for candidates with energy, enterprise and imagination.

Lodging allowance and 75 per cent of removal expenses (up to a maximum of £100) payable in approved cases.

Application forms returnable by Friday, 4th February, 1977, obtainable by forwarding a stamped addressed envelope to the Headmaster at the above address.

REDBRIDGE
(London Borough of)
(Readvertisement)
APPOINTMENT OF YOUTH TUTOR OR FULL-TIME WARDEN
WOODFORD YOUTH AND ADULT CENTRE
Woodbridge High School
St. Barnabas Road,
Woodford Green, Essex

Applications are invited from suitably qualified and experienced persons for the above post.

The Youth Tutor, who will be a qualified teacher, will be expected to undertake teaching duties within the school, in addition to being responsible for the Youth and Adult Centre. Consideration will be given to the appointment of a full-time Warden, whose duties will be specifically concerned with the Youth and Adult Centre programme.

Salaries as follows:

Youth Tutor: Burnham Scale 3—£3,654 to £5,214 inclusive of London Weighting plus £312 supplement payment.

Warden: Burnham F.E. Lecturer Grade 1—£2,766 to £4,764 inclusive of London Weighting plus £312 supplement payment.

Application forms and further details are available from:—Chief Education Officer, Education Office, 255/259 High Road, Ilford, Essex IG1 1NN.

RUNCORN
FULL-TIME YOUTH LEADER
(Boys' Club)

Applications are invited from suitably qualified or experienced persons for this post at the above Voluntary Youth Club. Activities for both sexes are organized at the club which has an active management committee and part-time staff.

J.N.C. Report for Youth and Community Workers conditions of service apply.

Salary, J.N.C. Scale 2, £3,023 to £3,8[illegible] per annum if qualified.

Application forms and further particulars are obtainable from the District Education Officer, Cheshire County Council, Education Department, Grosvenor House, Shopping City, Runcorn WA7 1BH, to whom completed forms should be returned by 31st January.

ST. HELENS
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT

YOUTH LEADER
GRANGE PARK YOUTH CENTRE
Salary Range 3—£3,426 to £3,888 plus £312 per annum supplement for a qualified leader

Applications are invited for the post of Leader-in-Charge of this purpose-built centre. Approved removal expenses will be paid and it is anticipated that housing accommodation may be available if required.

Application forms and further particulars may be obtained from the Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside, WA10 1RN, to whom completed forms should be returned by 4th February, 1977.

YOUTH AGENCY IN READING

A third person is wanted to replace a member of a team of three developing methods of intervention in youth work, one form of which is an established educational centre for adolescents experiencing difficulties in school. Experience and enthusiasm in working with adolescents is essential.

The agency is part of Young Volunteer Force Foundation, the national community work and youth work organization.

Salary AP 3/5 £3,231 to £4,107, entry according to experience.

Full details and application form: Ron Marshall, YVFF, 7 Leonard Street, London EC2. 01-251 0034.

Apply by 28 January.

Derby and South Derbyshire Area
Pear Tree House Community Centre, Derby
Warden:
£3,426-£3,888

(plus £312 at all points) (JNC Range 3 points 1-5)

Applications are invited for appointment as Warden of Pear Tree House Community Centre, Derby.

The person appointed will inherit an extensive and varied programme of activities and will be joining a team of youth and community workers in an interesting multi-racial neighbourhood. Other provision in the immediate vicinity includes a youth club, a new open coffee bar and a second newly-adapted centre for the community.

Help with removal and related expenses may be available.

Further particulars may be obtained by sending a stamped addressed envelope to The Director of Education, County Offices, Matlock, Derbyshire DE4 3AG, to whom completed applications should be returned within 3 weeks of the appearance of this advertisement.

DERBYSHIRE
County Council

OVERSEAS DEVELOPMENT
KNOW-HOW: vital to developing countries

Secondary Teachers
Agricultural Science

Swaziland

To teach subject up to 'O' level and undertake extra-mural activities as required. Applicants, preferably married, aged 25-55 must be trained graduates in subject with relevant teaching experience. Initial appointment 27-36 months.

Salary in range £1,680-£2,667 p.a. (approx.). An allowance normally tax free in range £1,464-£3,396 p.a. (currently being reviewed) is also payable. Starting salary assessed on completed years of relevant post graduate teaching experience. Terminal gratuity 25% p.a. of basic salary.

Other benefits include free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £1,200 may be payable in certain circumstances. Superannuation rights may be preserved. Applicants should be citizens of the United Kingdom.

For full details and application form please apply giving age and details of qualifications and experience to:

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM

HELPING NATIONS HELP THEMSELVES

Overseas Appointments

SWEDEN
[illegible]
THE BRITISH CENTRE

TEACHERS are required to teach ENGLISH in Sweden from August, 1977. Classes are for adults with a little work in state schools in towns throughout Sweden. Classes are in English as a Foreign Language at all levels from beginners to advanced.

Qualifications: All applicants must be single, aged between 21 and 40. They must hold qualifications from a British University or College. Teaching experience is a considerable advantage. New graduates without other experience cannot be considered.

Training course commences early August.

Contracts 22 months from August, 1977, exceptionally 12-month contracts from same date.

Fares: Transportation to and from Sweden at beginning and end of service paid by employer. Superannuation rights safeguarded. Service recognized for incremental purposes in UK.

Salary: August 1977 not less than SKr1,650. September-December 1977 not less than SKr1,980 per month. Subsequently not less than SKr2,000 per month.

For further information and application form please write on a postcard to The British Centre, 33 Palmeira Mansions, Hove, Sussex BN3 2GB.

SWITZERLAND

Applications are invited for the HEADSHIP of the Commonwealth-American School, Lausanne. This is an English-language mixed day school, ages four to 14, with some 70 children from many nations. The ideal candidate will in particular be versatile as regards teaching capability and ability to adapt to and deal with the varied educational problems of an international school. Knowledge of French, and prior experience in the international field, are desirable though not essential.

In the first instance, a curriculum vitae with the names of three referees should be sent to the Secretary, CAS Association, [illegible] 11, 1030 Bussigny, Switzerland; an addressed envelope and international reply coupon should be enclosed if an acknowledgement is desired. Suitably qualified candidates will be contacted within a month of the appearance of this advertisement.

TURKEY

TEACHERS of CHEMISTRY-GENERAL SCIENCE (Chemistry up to "A" level), MATHEMATICS-GENERAL SCIENCE (both to "O" level); MATHEMATICS, ENGLISH (up to "A" or "O" level); ART, PHYSICAL EDUCATION (girls), SECRETARIAL SKILLS, SCHOOL LIBRARIAN are required for September, 1977, by American Secondary Schools for Turkish students in Istanbul, Izmir and Tarsus, Turkey.

Applicants must have a university degree in the field they will teach and a teaching certificate or diploma. For several of the English posts persons with experience or training in teaching English as a second language are preferred.

For information and application forms write to Dr. Frederick D. Shepard, American Collegiate Institute, Göztepe, Izmir, Turkey.

SINGAPORE

Qualified men or women PRIMARY SCHOOL TEACHERS required on two-year contracts for British curriculum preparatory school.

Applicants should have at least three years' primary teaching experience.

Salary scale S$760 to 1,404 per month. Consolidated allowance of S$1,200 (single), S$2,000 (married). Medical and passage benefits. Interview U.K.

Please send brief c.v. to Education adviser, Tanglin Trust Limited, 95 Winchester Road, Alexandra Park, Singapore 5.

Full details and application forms will be sent to first applicants whose experience fits our requirements.

SAUDI ARABIA
[illegible]
January 1977

Applications are invited from qualified and experienced TEACHERS for an appointment to take immediate responsibility for the education of the British children in a small international primary school run by the [illegible] Consortium. At present there are about 12 British pupils aged from four to 11.

A contract until August 1978, is offered with generous leave in the Summer of 1977. A tax free salary in excess of £5,000 is offered with free furnished and air conditioned accommodation and travel and other allowances.

Owing to the urgency of the appointment, please apply at once with full curriculum vitae, covering letter, copies of any supporting papers and telephone number. Detailed information will be supplied to candidates invited to interview which will be held as soon as possible before the end of January.

Mrs. [illegible], Gabbitas-Thring Services Ltd., 6, 7 and 8 Sackville Street, Piccadilly, London W1X 2BR. Telephone 01-734 0161.

BOTSWANA
RURAL EDUCATION IN BOTSWANA

A PRINCIPAL is required for Madiba Educational Training Centre, Mahalapye, Botswana, from September, 1977.

Madiba Centre comprises a rural secondary school of 500 students, vocational training schemes with 100 trainees, and an adult education programme.

It is a unique experiment in rural education, designed for the needs of Botswana.

We need an experienced and highly motivated person as Principal, to be responsible for coordinating and developing the programmes of the Centre. Fares paid and salary supplemented by British Government.

For further information, contact Michael Hawkes, 43 Medway, Crowborough, Sussex TN6 2DW. Telephone: 089 26 5344.

JAMAICA
BISHOP GIBSON HS FOR GIRLS
Mandeville

For September:—

Qualified GRADUATES with experience, for ENGLISH to "A" level, PHYSICS/MATHEMATICS to "O" level. Also experienced TEACHER of 8 to 10-year-olds. Small classes. Independent day/boarding school, centrally situated market town; congenial climate; easy reach of Kingston and the coast.

For details send cv and stamp to Christians Abroad, 15 Tufton Street, London SW1P 3QQ.

DUBAI
AL ITTIHAD PRIVATE SCHOOL
P.O. Box 3126,
Dubai, U.A.E.

TEACHERS required for September for this new bilingual (Arab/English) Primary School in Dubai. Ability to speak Arabic or willingness to learn an advantage. Good salaries, accommodation and one free return flight per year.

Please apply immediately by Airmail to Mrs. C. Morley, Head Teacher, giving details of qualifications and experience.

AFRICA

TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteer terms.

Please send postage for reply. VMM, 1 Victoria Road, London NW7 4SA.

SPAIN

Young experienced TEFL TEACHERS required for Madrid, Barcelona and Valencia 1st October 1977 and 1st November 1977 to 30th June 1978.

Apply: Deputy General Manager, La Casa Inglesa, Plaza de Salamanca 11, Madrid 6, Spain.

NORTHERN ITALY

Applications are invited from GRADUATES and qualified TEACHERS for posts available October, 1977.

Interviews February/March.

Please send full curriculum vitae and telephone number to Box TES 2605, The Times WC1X 8EZ.

YOUTH WORKER
Goldcrest Youth Centre
New Addington, Croydon
J.N.C. Range 3 (points 4 to 8)

A suitably qualified and experienced Youth Worker is required for this challenging post.

Salary Scale: £4,380 per annum to £4,857 per annum including London Allowance and Flat Rate Supplement. Rented accommodation may be available and, in an appropriate case, consideration would be given to reimbursement of removal expenses.

CROYDON

Write to or telephone the Director of Education (F.E./Y.S.A.), London Borough of Croydon, Taberner House, Park Lane, Croydon CR9 1TP (telephone 01-686 4433, extension 2549) for further details and an application form. Mr B. Doswell, the Youth Service Adviser, is available for an informal discussion. Closing date 14 February, 1977.

COULD YOU BE THE SOLUTION TO OUR PROBLEMS?

Middlesex Lodge Regional Assessment Centre, Harlington Road, Hillingdon, caters for difficult teenage girls and their educational needs are provided by a team of four teachers. We admit that the work is demanding and calls for the services of a mature teacher able to develop and supplement the role of the full-time care staff in maintaining an environment where trust and stability play an important part.

We currently seek applications from qualified teachers in either DOMESTIC SCIENCE or GENERAL SUBJECTS.

Salary: Burnham Scale 2 plus £564 per annum allowance plus £297 per annum London Weighting.

Fringe Benefits: (in appropriate cases) may include accommodation, 75 per cent removal expenses and up to £400 legal fees for house purchase.

For an informal discussion, telephone the Principal, Mr Seldon on Uxbridge 30264.

Application forms and further details available from the Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1TR, telephone: Uxbridge 52281 Ext. 29, quoting Ref.: SS/26/199XE. Closing date 3 February, 1977.

LONDON BOROUGH OF
HILLINGDON

THE CENTRE FOR BRITISH TEACHERS LIMITED
GERMANY

The Ministries of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremerhaven require British teachers for the academic year 1977/78 to teach English in secondary schools and Further Education establishments.

Qualifications
Applicants must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.

Salary
£360-465 per month paid in German Marks. Entry point depends on number of years previous full-time experience. An allowance of £66 per month is paid to married teachers and £22 per month for each dependent child.
(DM 4.5 equals £1)
Salaries are free of German and British Income Tax for periods of 12 months and upwards.

Contract
Contracts are for one calendar year from August, 1977 (exact starting dates vary according to State).

Teaching Load
20-23 45-minute class periods a week depending on State and school type. Classes usually take place in the mornings only.

Travel
Fares to and from Germany at the beginning and end of the contract for teachers and their families are paid by the Centre. Arrangements are made for the transportation of heavy baggage.

National Insurance and Superannuation
The employer's contribution to the British National Insurance scheme and Superannuation (where applicable) will be paid by the Centre.

Preparation
Teachers appointed are given detailed information about life and work in Germany. Briefings are held from April until June in Britain and Orientation Courses in Germany immediately before teachers go into their schools.

Resettlement
The Centre's Resettlement Department gives advice to teachers returning to teach or study in Britain after service in Germany.

Recognition of Service
Service with the Centre in Germany is recognized by the British Education Authorities as full teaching service for incremental purposes on return to the United Kingdom.

For details and application forms: The Centre for British Teachers Limited (T2), Quality House, Quality Court, Chancery Lane, London WC2A 1HR. Tel.: 01-242 2982/5.

MINISTRY OF DEFENCE
SERVICE CHILDREN'S
EDUCATION AUTHORITY

PRIMARY TEACHER VACANCIES 1977

Applications are invited from qualified assistant teachers, who are at present teaching in schools in the United Kingdom for vacancies in Service Children's Schools overseas in 1977, mainly in British Families Education Service schools in North West Europe.

All applicants should be fully acquainted with modern Primary School teaching methods.

Salary is in accordance with current Burnham Scales plus £312 pay supplement and London Allowance of £402 p.a.

Superannuation—normal rights are safeguarded.

Foreign Service Allowance—a tax free allowance is payable.

Accommodation—is provided rent-free.

Duration of Engagement—Initial engagement is for three years.

All applicants should normally be resident in the United Kingdom.

Teachers do not normally serve in the Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

Requests for application forms and further information should be made on a postcard or by telephone to:

Service Children's
Education Authority
(P) AW3142,
Teacher Appointments
Section,
IAE Court Road, Eltham,
London SE9 5NR
Tel. 01-859 2112, ext. 238
or 221.

Technical Education in Kenya

Kenya Government posts, financially supported under the British Overseas Aid Programme, providing the opportunity to participate in the development of technical education in a country with an exciting and varied environment.

Applications are invited for the undermentioned posts, which are to be filled as soon as possible and will be on 2½ to 3-year contracts.

Kenya Polytechnic (Nairobi)

Lecturer in Electrical Power

To teach Technician and Higher Diploma students.
Organisation of course work.
Degree HND or FTC, Industrial and Teaching experience.

Assistant Lecturer I, Electronics

To teach Electronics to Technicians and Higher Diploma students.
To develop relevant laboratory work.
Supervision and organisation of laboratory work, maintenance workshop and stores.
Degree or HND in Electronics. Recognised apprenticeship. Teacher Training Certificate or Diploma. Industrial or teaching experience, specialising in Electronic Measurements and testing methods, Electrical/Electronic Drawing, Industrial Electronics.

Mombasa Polytechnic

Lecturer, Electronics

To teach Industrial Electronics, Solid State Devices and Applications, Instrumentation.
To develop existing electronics teaching facilities.
To organise short courses in Industrial Electronics for mature engineers.
HNC Electrical Engineering. Telecommunications subjects an advantage. Industrial and teaching experience.
This post offers the challenge of developing a new section established only 18 months ago.

Note: Kenya grades do not correspond with UK grades.

SALARY

Lecturer	£5,186-£7,510
Assistant Lecturer I	£4,110-£6,175

(inclusive of a normally tax-free supplement, reviewed annually, paid by the British Government under its aid programme, to citizens of the UK) plus a 25 per cent terminal gratuity on the basic salary; free passages; education allowances and holiday visit passages for children; an appointment grant up to £300 and an interest-free car loan up to £1,200 are payable in certain circumstances.

Application forms and further details obtainable from the Recruitment Unit, TETOC, (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS, quoting ref.: TES/KYA and specifying which post.

tetoc

MINISTRY OF DEFENCE

DEPUTY HEADSHIP (GROUP 6)

HEIDE MIDDLE SCHOOL
FALLINGBOSTEL
IN THE FEDERAL REPUBLIC OF GERMANY
APRIL 1977

Applications are invited from appropriately qualified experienced men and women for the Deputy Headship of this Group 6 Middle School. The School caters for the children of British Servicemen and sponsored civilians in the Fallingbostel area some 35 miles north of Hanover.

SALARY is in accordance with the current Burnham Scale between £4,428 and £5,052 per year plus London Allowance £402 and £312 pay Supplement.

FOREIGN SERVICE ALLOWANCE: A tax free allowance is payable.

SUPERANNUATION: Normal rights are safeguarded.

ACCOMMODATION: is provided rent free.

PASSAGE: Return passage is free.

DURATION OF ENGAGEMENT: The initial engagement is for three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50 and therefore the preferred age is under 47 years at the commencement of the engagement.

Requests for application forms should be made on a postcard to:—

Ministry of Defence
CM(S)4L
Room 343
Lacon House
Theobalds Road
London WC1X 8RY

The closing date for the completed forms is 8 February, 1977.

EDITORIAL ASSISTANT

required for major educational publishers in

WEST BERLIN

We are looking for a man or woman to join our young Anglo-German team engaged in the preparation of English language teaching material for German secondary schools. Previous EFL experience preferably within the German school system, is necessary. Editorial experience would be valuable, though not essential. We are looking for someone who:

—is probably near the beginning of his or her career,
—can assess the effectiveness of language teaching materials and—even more important—is also able to make effective new materials,
—is interested in the development of audio-visual media,
—can combine imagination with a careful, self-critical approach,
—is willing to be adaptable in the face of criticism,
—can adapt to working in office conditions,
—is prepared to stay in Berlin for several years after a satisfactory probationary period.

We offer attractive working conditions including *flexible* working hours, four weeks' annual holiday. Christmas and holiday bonuses, etc.

Further information, including details of salary, will be sent to selected candidates upon receipt of brief applications, written in German, giving details of career to date, age and family status. Applicants with no previous editorial experience should give reasons for wishing to change their career. Please state earliest convenient date for starting work in Berlin. Neither testimonials nor references are necessary at this stage. Interviews will be held in London.

CVK

Please write, giving telephone number if possible, to Geschäftsleitung, Cornelsen-Velhagen & Klasing, Verlag für Lehrmedien, Postfach 3144, 1000 Berlin 30.

STATE OF KUWAIT
MINISTRY OF EDUCATION

Applications are invited for the posts of three

SPORT COACHES

(Two for Athletics and one for Swimming).

Applicants should have physical education qualifications, graduate status and preferably international experience in their sport.

Monthly Salary: 290 K.D. (1 K.D. is approx. £2).

Plus Free accommodation.

Plus Annual air tickets for the applicant, his wife and three of his children not exceeding the age of twenty.

Contracts are for one year renewable.

Completed detailed typewritten letters of application together with names and addresses of two referees, should be submitted to The Cultural Attache, Education Office, 3 Stratford Place, London W1, not later than 14 days from the date of the advertisement.

HONGKONG POLYTECHNIC

Associate Director

Division of Commerce & Design

The Hong Kong Polytechnic is an expanding institution which is now putting into effect a forward looking development plan incorporating a credit unitary approach combined with a self-learning system. The basic teaching departments are being re-organized into three Divisions of Engineering, Applied Science, and Commerce and Design together with appropriate inter-disciplinary units.

Applicants should possess good academic qualifications and substantial relevant professional, administrative and teaching experience in an appropriate field. A higher degree would be a distinct advantage, as would previous experience as Head of a sizeable Department of commercial studies.

The Associate Director will be directly responsible to the Director; act as Chairman of the appropriate Divisional Board; lead and be responsible for the administration, planning and management of the departments within the Division; and liaise with the appropriate professional, industrial, commercial and government bodies in Hong Kong. The Associate Director will also be required to undertake such Polytechnic wide functions as the Director may specify, e.g. student affairs, staff development, etc.

Salary:

HK$144,600 p.a. (UK£18,538 at current exchange rates). Tax on salaries in Hong Kong does not at present exceed 15 per cent of gross earnings.

Conditions of Service

Appointment will be on four-year gratuity-bearing contract terms initially and a terminal gratuity equal to 25 per cent of basic salary received over the entire contract will be payable at the end of this period. Alternatively, conversion to more permanent and superannuable terms is possible after two years.

Other benefits include passages, long leave, subsidized accommodation, medical and dental expenses and education allowances. Secondment would be considered by special arrangement.

Further information and application forms are obtainable from the Recruitment Unit, TETOC (Technical Education & Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Ref: TES/HKP. Completed application forms should be returned to TETOC by 12th February, 1977.

tetoc

THE UNITED ARAB EMIRATES—UNIVERSITY OF THE U.A.E.

Applications are invited for appointments to position of:

PROFESSORS, ASSOCIATE PROFESSORS AND ASSISTANT PROFESSORS (Lecturers)

starting Sept. 1977 in the following departments:

ARABIC, ISLAMIC STUDIES, ENGLISH, HISTORY, GEOGRAPHY, SOCIOLOGY, PSYCHOLOGY, EDUCATION CHEMISTRY, PHYSICS, MATHS, GEOLOGY, BOTANY, ZOOLOGY, ECONOMICS, ADMINISTRATION, FRENCH, STATISTICS, LAW, ACCOUNTANCY, POLITICAL SCIENCE.

At all levels, candidates must have Doctorate qualifications in their respective fields, native speakers of Arabic (except for the dept. of English), and experience as regular teaching staff in accredited Universities. In addition, qualified Librarian (with an M.A. Degree) is invited to apply.

The Information regards salary scale is available at the U.A.E. CULTURAL ATTACHE OFFICE.

Benefits: Tax-free, free furnished accommodation, free medical service, annual passage-paid leave, Car allowance.

Applications should be sent with curriculum vitae to:

MINISTRY OF EDUCATION, CULTURAL DEPARTMENT,
ABU DHABI, UNITED ARAB EMIRATES, P.O. BOX 295

N.B. Applications must reach the Ministry not later than the end of February, 1977.

THE UNIVERSITY OF PETROLEUM AND MINERALS

DHAHRAN
SAUDI ARABIA

Invites applications for

PHYSICAL EDUCATION SPECIALISTS

to join its present Faculty comprising 16 Physical Education specialists who offer a broad based teaching and competitive programme of fifteen sporting activities.

The major games at the University are Football, Basketball, Volleyball, Handball, Table-Tennis and Swimming.

Applicants should be experienced Physical Education specialists capable of teaching some or all of these activities within the basic teaching programme.

Minimum regular contract for two years, renewable. Competitive salaries and allowances, free air conditioned and furnished housing, free air transportation to and from Dhahran each two year tour. Attractive educational assistance grants for school-age dependent children. Local transportation allowance in cash each month. All earned income without Saudi taxes. Ten months duty each year with two-month vacation paid.

Apply as soon as possible with complete résumé on academic and professional background, list of references and with copies of degrees/testimonials, including personal data, such as, nationality at birth and current home and office addresses, telephone numbers, family status (wife's maiden name: names of children, age and sexes) to:

Dhahran International Airport
P.O. Box No. 144
Dean of Faculty and Personnel Affairs
University of Petroleum and Minerals
Dhahran, Saudi Arabia

The British Council

invites applications for the following posts:

Assistant Professor of English (Liberia)

University of Liberia, Monrovia

To lecture in English Language and Linguistics and set up courses in Remedial English and ESP.
A first degree in English or Modern Languages and a Master's degree plus a postgraduate TEFL qualification, or an MA in Applied Linguistics. At least 3 years' teaching experience abroad. Preferred age range 25-35.
Salary: £5,210-£7,054 pa.
Benefits: free accommodation; overseas and children's allowances and other benefits. Two-year contract, renewable. 76 HU 122

ELT Adviser (Mali)

Ministry of Education, Institut Pedagogique National, Bamako

Teacher training, in-service training, materials production, coordination of ELT.
Degree, postgraduate TEFL qualification, extensive overseas TEFL experience, including teacher training and textbook/materials production experience; good knowledge of French essential.
Salary: £5,001-£6,845 pa.
Benefits: overseas and children's allowances; furnished accommodation; annual passage-paid leave. Two-year contract. 76 HE 13

English Language Teaching Assistants (Soviet Union)

For universities and institutes of higher education.

A degree, with PGCE and relevant experience. ELT qualification and knowledge of Russian desirable.
Salary: 225 roubles per month (present rate of exchange £1=1.23 roubles), tax free, non-convertible. Sterling subsidy of £1,866 paid in Britain.
Benefits: subsidized accommodation; employer's portion of superannuation. Contract for one academic year (10 months). 77 SU 1-10

Senior Teacher/Teacher of English (Iran)

Irano-British Ship Management Co., Abadan

Tenable from March/April 1977.
Senior Teacher or Teacher required to prepare ESP materials and/or teach general/technical English up to FCE level to naval cadets and ratings. Degree or teacher's certificate and three years' relevant experience essential. Postgraduate TEFL qualification essential for Senior Teacher, desirable for Teacher. Experience of materials preparation and ESP desirable.
Salary: Senior Teacher: £4,589-£5,618 pa.
Teacher: £3,732-£4,374 pa.
Benefits: Abadan Allowance; free furnished accommodation; employer's portion of UK superannuation. Two and a half year contract with the British Council. 77 HO 22

Teachers of English (Brazil)

Sociedade Brasileira de Cultura Inglesa,
Rio de Janeiro

Tenable from March 1977.
Single graduates (English or Modern Languages) or college-trained teachers under 35 with TEFL qualification; 2 years' TEFL experience overseas desirable.
Salary: £4,320-£6,060 pa (to be revised April 1977).
Benefits: annual bonus £750; outfit grant; medical scheme. Two-year contract, renewable. 76 UO 146-151

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

OVERSEAS Appointments continued

SOUTHERN TURKEY.—Required February 1977. Teachers of English for girls' boarding school. Degree in English with Teacher's Diploma or Teacher's Certificate in English essential. TEFLA qualification preferred. Salary 3,800TL net with free accommodation. Contract primarily for five months. Return air fare paid. Extension of contract possible. Interviews in England in February.—Apply to Timur Ayas, 16 Kulso Road, Leeds 3.

Administration

Local Education Authority

EALING
(London Borough of)
EDUCATION DEPARTMENT
ADMINISTRATIVE ASSISTANT
SCHOOLS MANAGEMENT SECTION

Salary: £4,110 to £4,380 per annum inclusive, plus supplement of £312 per annum.

The successful candidate will be second-in-charge of the Schools Management Section, responsible for the central administration of managing and governing bodies of schools in the borough; the vacancy arising from the promotion of the present post-holder. Duties will involve close liaison with schools, and councillors as well as with other departments of the council's service. The post should provide a stimulating challenge.

Applicants should be suitably qualified and, ideally, have had some practical experience of committee work, preferably in the local government sector. Some attendance at evening meetings will be required during term-time for which compensatory leave may be taken.

The council offer 100 per cent removal expenses, legal and estate agent's fees up to £300 and lodging allowance. Season ticket loan available. Accommodation may be available.

ADMINISTRATIVE ASSISTANT
SCHOOLS MANAGEMENT SECTION

Salary: £3,207 to £3,807 per annum inclusive, plus supplement of £312 per annum.

The vacancy arises from the retirement of the present post-holder. Duties will be concerned with the work arising from the meetings of managers and governors of county primary and secondary schools. The work is varied and interesting, involving close liaison with schools, councillors and other persons active in public life, as well as with other departments of the council's service. Previous experience of committee procedures would be an advantage.

Further details and application form available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU. Forms to be returned within 14 days of the appearance of this advertisement.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
SENIOR ADVISER FOR MATHEMATICS AND SCIENCE

Soulbury Scale, Group 9 Headship plus £297 London Weighting allowance and £312 Supplement.

Candidates to be well qualified in both Mathematics and Science with substantial teaching experience at a senior level covering a wide age and ability range of pupils.

In addition to their main specialist role within the Advisory Team, Senior Advisers are required to spend a proportion of their time on pastoral duties in a group of related primary and secondary schools.

Assistance with removal expenses and temporary housing may be available in appropriate cases. Casual user car allowance.

Application forms and further particulars from Director of Educational Services (Ref. JEH), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date: February 8, 1977.

LANCASHIRE
EDUCATION COMMITTEE
CAREERS OFFICERS
Salary Scale: A.P.1 to A.P.3 (£2,127 to £3,393) plus an annual salary supplement not exceeding £312

The Lancashire Careers Service has vacancies for CAREERS OFFICERS in the Districts of Blackpool, Chorley and Wyre.

Applicants for these posts should possess, or be studying for, a Diploma in Careers Guidance, and the commencing salary for a qualified applicant will be not less than £2,775 plus an annual salary supplement of £312. Car allowances are payable for these posts at the Casual User rates.

Further details and application forms may be obtained from the Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, to whom they should be returned by 4th February, 1977, quoting reference A304/19/JAO.

LEICESTERSHIRE
BASIC CAREERS OFFICER
£2,661-£3,282 per annum plus £312 per annum supplement

Suitably qualified person to work in Loughborough area.

Applications (no forms) giving full details with names and addresses of two referees to Director of Education, County Hall, Glenfield, Leicestershire, LE3 8RF, by 31st January.

LONDON, W.1
ASSISTANT EDUCATION OFFICER

Applications are invited for this post in the Education Department which is responsible for the administration of the Society's Schools, Further Education Centres and Family Help Units.

The Assistant Education Officer will be expected to become involved in the administration of teachers' salaries and agreements, help with budgeting, minute staff meetings, deal with educational queries, etc.

We are looking for someone with teaching and administrative experience and experience of E.S.N.(S) would be preferred.

The post is based in London but a willingness to travel is essential.

Salary in the range £3,500 per annum to £4,000 per annum.

Please apply for application form and further details to: Recruitment Officer, The Spastics Society, 12 Park Crescent, London W1N 4EQ. (Inquiries) 01-636 5020.

MERTON
(London Borough of)
EDUCATION DEPARTMENT
ADMINISTRATIVE ASSISTANT

Applications are invited for appointment after 1 February, 1977, from suitably qualified and experienced officers to take charge of a Section dealing mainly with Governing/Managing Bodies of schools. The successful candidate will be required to clerk evening meetings of a number of Bodies and to supervise the accompanying administrative duties.

Salary will be within the Scale A.P.5—£3,826 to £4,095 plus Salary Supplement of £312 and London Weighting Allowance of £286 per annum.

Application forms and further particulars obtainable from the Director of Education at Station House, London Road, Morden, Surrey.

Closing date for applications 4th February, 1977.

NEWCASTLE UPON TYNE
(City of)
EDUCATION COMMITTEE
CAREERS SERVICE

Applications are invited for the following posts in the Careers Service:

CAREERS OFFICER
FURTHER and HIGHER EDUCATION SECTION
(Salary Scale A.P. 3/4, £3,025 to £3,548 plus £312 supplement)

This officer will be responsible for the advisory and placing work with students in further and higher education and assisting area teams with advisory work with pupils transferring from school to further and higher education.

Applicants must be graduates with experience in the Careers Service, preferably with the Diploma in Careers Guidance.

Application forms available from the Director of Education, Education Department, Civic Centre, Barras Bridge, Newcastle upon Tyne 1, to whom application forms should be returned within a fortnight of this advertisement.

NEWCASTLE UPON TYNE
(City of)
ASSISTANT AREA CAREERS OFFICER
(Salary Scale A.P. 4/5, £3,366 to £4,095 plus £312 supplement.)

This officer will assist an area careers officer in the organization of advisory work in schools in the North/Central area of the city, including planning programmes, interviewing pupils, helping school leavers and young workers to find employment.

Applicants must be graduates with some experience in the careers service. Preference will be given to those who hold the Diploma in Careers Guidance of the Local Government Training Board.

Application forms can be obtained from the Director of Education, Education Department, Civic Centre, Barras Bridge, Newcastle upon Tyne 1. Completed application forms should be returned within a fortnight of this advertisement.

District Careers Officer

£4731-£5037 Reigate

Surrey has one of the largest Careers Services in the County with more than 90 staff committed to the development and growth of this important activity. Surrey has much to offer its Careers Officers, including the specialist services of a careers information and research officer and a training officer.

An opportunity has now arisen for an experienced Careers Officer, preferably qualified with a degree and diploma in careers guidance or equivalent, who will be responsible to the Area Careers Officer and develop and manage the Service in this busy District. The post involves wide-ranging duties and an interesting caseload of older and abler pupils.

Car mileage and subsistence expenses are payable together with generous relocation expenses in approved cases. Temporary accommodation may be available.

Further details and application form from County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. Tel: 01-546 1050, Ext. 3486. Closing date: 31 January, 1977.

SURREY
COUNTY COUNCIL

The British Council

invites applications for the following posts:

Finland

Teachers of English

required for September 1977 by Anglophile Societies in Finland to teach mainly adult intermediate and advanced groups. Candidates, preferably single and under 30, should hold a degree in English or a modern language. PGCE and/or TEFL experience desirable. Salaries take into account both qualifications and experience. Minimum salary about Fmks 17532 for 9 months including 18 days' paid holiday. Outward and return fares paid. Guaranteed by the British Council. 77 CO 7-20

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience: quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

EDUCATION DEPARTMENT

PRINCIPAL ADMINISTRATIVE OFFICER

PO1(8), £5,691 pa to £6,342 pa, including London Weighting, plus £312 pa supplement.

Responsible to the Assistant Director of Education (General Services and Finance) for all supporting administrative services general advice on procedures, financial planning and control general supervision and collation of estimates, staff training requirements, committee reports, special projects and analyses.

This post is the most senior in the administrative support structure of an important and demanding service; it calls for wide experience (gained preferably in an Education Department) together with tact and discretion of a high order.

Fringe benefits, in appropriate cases, may include 75 per cent removal expenses, legal fees incurred in house purchase up to a maximum of £400 and lodging allowance.

A basic 36-hour week is worked over a nine-day fortnight or 4/4½-day week with flexible starting and finishing times.

Application forms and further details available from the Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1TR. Telephone Uxbridge 52281, extension 28, quoting reference E/28/135X.

LONDON BOROUGH OF
HILLINGDON

Closing date: February 4, 1977.

METROPOLITAN BOROUGH
OF SOLIHULL

Senior Careers Officer

(Post No. C 1008 L)

A.P.4/5 (£3,366-£4,095 + £312 supp.)

To be mainly responsible for the services provided for handicapped young people. Applicants should hold a Diploma in Careers Guidance, or equivalent, and preferably have experience of working with the handicapped.

Casual user car allowance and loan facilities. 100 per cent household removal expenses. Grant of up to £300 towards house purchase and sale expenses. Council housing may be available.

Application forms, etc., from Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands. (Tel. 021-705 6789, Ext. 241). Closing date 4th February, 1977.

NEWCASTLE UPON TYNE POLYTECHNIC

Chief Administrative Officer's Department

SENIOR ADMINISTRATIVE OFFICER

(£6,708-£7,386)

To be responsible to the Chief Administrative Officer for the central general administrative and operational services of the Polytechnic and to assist him with specific aspects of the maintenance and development of the services provided by the Department.

NJC Salary and Conditions (PO2 pts. 4-8).

For further particulars and application forms, returnable by Wednesday, 2nd February, 1977, please send stamped addressed *foolscap* envelope to Staffing Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST.

Islington
Parks & Recreation

PROJECTS OFFICER

S.O.1 (£4,986/£5,292 inclusive)

Applications are invited from people experienced in all aspects of Recreation and Play with children and young people. Organising experience with a Local Authority and qualifications/experience in physical recreation would be an advantage.

The successful applicant will undertake the development of sporting activities and outdoor pursuits and will from time to time be involved in the organisation of events, festivals and rallies. He/she will be expected to offer support to the Islington Sports Council. Another important aspect of the work will be as deputy to the Recreation and Play Officer and an integral member of the Recreation and Play Division's Management Team.

Informal discussions can be held by contacting Mike Nussbaum, Recreation and Play Officer, on 01-607 7331 Ext. 40.

Application forms from the Parks and Recreation Manager, 345 Holloway Road, London, N7 0RS (01 607 7331 Ext. 67) returnable by Monday, 7th February, 1977.

THE SCOTTISH ARTS COUNCIL

DEVELOPMENT DIRECTOR

The Council invites applications for the new post of Development Director, responsible for furthering its Regional Development policy, including liaison with local authorities and stimulation of the arts throughout Scotland. Applicants must be experienced in the arts and administration. A knowledge of Scotland and of local authorities is desirable.

Salary: £4,717-£7,422 p.a. Non-contributory pension.

Write for details and application forms, and apply by 31 January to: Director, Scottish Arts Council, 19 Charlotte Square, Edinburgh EH2 4DF.

COUNTY OF AVON Education Service

ADVISER

English, Drama and Multi-Cultural Education

Salary scale: Burnham Head Teachers Group 9 (0-4) £6,969-£7,593 plus £312 p.a. Supplement.

Applicants should have considerable teaching experience in primary and/or secondary schools or colleges and recognised expertise in at least one of the areas of the curriculum to which the post relates.
Preference given to applicants who have direct experience in the field of multi-cultural education.

Further details and application forms, returnable by 11th February, from Director of Personnel (Tel.: Bristol 298585), PO Box 11, Avon House, The Haymarket, Bristol BS99 7DE.
Please quote ref. no.: EDU 1341.

NATIONAL ASSOCIATION OF TEACHERS
IN FURTHER AND HIGHER EDUCATION

NATFHE invites applications for a

REGIONAL OFFICIAL

in the North East Region and Northern Ireland. Starting Salary £4,905 (under review from 1st April 1977).

Further details from Mr. Brady,
NATFHE,
Hamilton House, Mabledon Place, WC1H 9BH
Telephone 01-387 6806 (Ext. 195)

Closing date: 10th February

ADMINISTRATION
Local Education Authority continued

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

SENIOR ASSISTANT EDUCATION OFFICER JOINT SERVICES
(Salary—£8,001 to £8,511 (+ £312 p.a. supplement where applicable))

The person appointed will be responsible to the Chief Education Officer and his Deputy and duties will include the administration of those joint services the Authority runs on behalf of other Yorkshire Authorities, together with involvement in the development of Further and Higher Education.

EDUCATIONAL PSYCHOLOGIST ((S) [illegible] to [illegible] plus £312 p.a. supplement)

The person appointed will be involved in the fields of diagnosis, active case-work, treatment and prevention. Applicants should have an Honours degree in psychology, post-graduate training and qualified teaching experience.

Requests for application forms (accompanied by a stamped addressed envelope) should be addressed to the Chief Executive, Personnel Section, Town Hall, Wakefield, to whom they should be returned by 11th February 1977.

General

LONDON, W6 0PG
GODOLPHIN AND LATYMER SCHOOL
Iffley Road,
Hammersmith W6 0PG

Girls Grammar School—Independent from September, 1977

Full-time School SECRETARY required for September, and, if possible, appointment to begin from May, 1977. Salary according to qualifications and experience.

Apply by letter to the Headmistress at the school, with copies of testimonials and names and addresses of two referees.

MANCHESTER
CENTRE FOR INFORMATION AND ADVICE ON EDUCATIONAL DISADVANTAGE

This new Centre aims to help the education service and others develop their work with the disadvantaged at all stages of education. The needs of minority groups are given special attention. Financed at present by the Department of Education and Science, it is an independent body with a Council of Governors (Sir Alec Clegg: Director Mr. G. D. Roberts, B.A.). Two further staff are now required.

FIELD OFFICER
1 Post (Local Authority Scale Principal Officer 1 Principal Officer 2—£5,406 to £6,227 plus £312 supplement) to liaise with schools, colleges, local education authorities and other organizations. An interest in language development and knowledge of English teaching both as a first and second language is required.

INFORMATION OFFICER
1 Post (Local Authority Scale A.P. Grades 2 & 3—£2,922 to £3,[illegible] plus £312 supplement).

This officer will be required to assist the Principal Information Officer in the establishment of the information and advisory services in the Centre. The post will be mainly concerned with the classification and cataloguing of the Centre's information bank, so a training in librarianship would be desirable. A knowledge of the education service would be an advantage.

Premises at 11 Anson Road on the site of the new City of Manchester College of Higher Education. Conditions of service and superannuation as for local government staff or on secondment from present post.

Further details and application forms may be obtained from the Centre for Information and Advice on Educational Disadvantage, 11 Anson Road, Manchester M14 5BY, telephone 061-225 8365.

Closing date: February 1, 1977

MANCHESTER

THE TEXTILE INSTITUTE

CHIEF EDUCATION OFFICER

The Textile Institute invites applications immediately for the senior post of Chief Education Officer at its Manchester headquarters from people with a knowledge of technological or design education or training. Apart from possessing considerable administrative and management ability, the successful candidate must be able to relate to people at all levels in the education system and industry worldwide. A degree or equivalent professional qualification is essential. Pensionable salary in the range £4,925 to £5,850.

Full job description from The General Secretary, The Textile Institute, 10 Blackfriars Street, Manchester M3 5DR. Telephone 061 834 8457.

NATIONAL TRAINING OFFICER FOR REFEREES

The Football Association invites applications for the appointment of National Training Officer for Referees. Applicants should be Class 1 referees. Experience in referee training and/or experience in education will be relevant to this appointment.

The National Training Officer will work from Lancaster Gate and the appointment will become effective not later than June 1, 1977. Salary to be negotiated.

The person appointed will be required to serve a probationary year.

Applications to be sent to the Secretary, The Football Association, 16 Lancaster Gate, London, W2 3LW, marked "private and confidential" and must be received by 28th January, 1977.

PART-TIME AREA ORGANISER

Northampton

We are a large go-ahead organisation providing holiday language courses for French students during the summer vacation. Based in the Thames Valley, we are looking for an area organiser to prepare and run our Northampton centre (now in its second year).

He/she must be highly experienced in administration and preferably with EFL qualifications, enthusiastic, hard working and capable of working on own. Must live within working distance of Northampton.

Work Period: end January to end June part-time (hours totally flexible); July 5th-August 30th full time. Excellent fees.

Write with full curriculum vitae to E. Orton, M.A., Thames Valley Cultural Centre Ltd., P.O. Box 208, Windsor, Berkshire. Tel. Windsor 68001/61040.

SUFFOLK
SCHOOL SECRETARY required Boys' Prep. Boarding School. Usual duties including book-keeping. Resident non-resident. County.

Apply, Headmaster, Old Buckenham Hall School, Brettenham, Ipswich.

PRESTON POLYTECHNIC CATERING OFFICER. Applications are invited for the post of Polytechnic Catering Officer, to be responsible for the organisation of a number of separate catering units of the Polytechnic. Relevant experience essential. Appropriate professional qualification(s) desirable. Salary Scale SO1, £4,259 to £4,545 per annum plus an annual supplement of £312. The working week is one of 36¼ hours and the post is superannuable. Application forms and further details from the Deputy Chief Administrative Officer, Preston Polytechnic, Corporation Street, Preston PR1 2TQ. Closing date for applications 7th February, 1977.

Child Care

HAMPSHIRE
SOCIAL SERVICES
DEPUTY OFFICER IN CHARGE
£2,364 to £2,835 plus £312 per annum supplement.

Required at Rivendell, a Home for 12 young people, mainly in the nine to 15 years age range.

Rivendell is a Grade 2 Home, situated on the Winklebury housing estate some two and a half miles from the centre of Basingstoke. Applicants should preferably be qualified, but must be experienced in child care work, and able to deputise for the Officer in Charge in his absence.

This can be a residential or non-residential post. The accommodation provided is a single bedsit and a deduction from salary will be made for this in accordance with current rates. An additional £150 per annum is paid to holders of an appropriate qualification.

Application forms available from the Divisional Director of Social Services, Northern Division, Carlington House, 10-14 Andover Road, Winchester, quoting reference 6151 AA, and returnable by 31st January 1977.

HAMPSHIRE
SOCIAL SERVICES
HOUSEPARENT

A vacancy exists for a mature and experienced person for the post of Houseparent at [illegible] Lane, Shirley, Southampton. This is a family group home for 10 boys and girls, situated on a small council estate three miles from the City centre and within walking distance of the municipal Sports Centre.

This is a non-resident post but the successful applicant would be expected to comply with sleeping-in arrangements and an allowance of £2.01 per night is payable in respect of these duties.

Salary would be within range RCCO 2 £2,277 to £2,[illegible] plus £312 supplement.

Application forms available from the Divisional Director of Social Services, Social Services Department, Arundel Towers North, Portland Terrace, Southampton (Tel. Southampton 35100, ext. 2211), to be returned by 7th February 1977, quoting reference number 1092 AA.

OXFORDSHIRE
The Principal of
SWALCLIFFE PARK SCHOOL TRUST
a recognised Special School at Swalcliffe,
near Banbury, Oxfordshire,
will—on request—send details of a welfare post for a resident HOUSEMOTHER.

A person with sound, practical skills is sought, capable of contributing to the daily care of a small group of intelligent boys, age range 11 to 16. Salary N.J.C. Grade III.

Educational Psychologists

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
MARKHOUSE CENTRE
Markhouse Road, London, E17
TEACHER

See under Secondary Remedial Scale 1.

Examiners

COLCHESTER
EAST ANGLIAN EXAMINATIONS BOARD
(For the Certificate of Secondary Education)

Appointment of CHIEF and ASSISTANT CHIEF EXAMINERS for 1978

Applications are invited for Examinerships in the following subjects:

CHIEF EXAMINERS
To set Mode 1 examinations
HOME ECONOMICS (N)
PHYSICAL SCIENCE (N & S Joint)
FRENCH (S)
CHILD CARE AND DEVELOPMENT (N & S Joint)

ASSISTANT CHIEF EXAMINERS
To set Mode 1 examinations
CHEMISTRY (N & S)
PHYSICS (N)
GEOGRAPHY (N)
HORTICULTURE (N)
NUFFIELD SECONDARY SCIENCE (N)

(N) Northern Sub-region
(S) Southern Sub-region

Persons wishing to apply should write for application forms and further particulars stating the subject(s) in which they are interested to:

The Secretary, East Anglian Examinations Board, "The Lindens", Lexden Road, Colchester, Essex CO3 3RL, enclosing a stamped, addressed envelope.

Closing date: February 11, 1977.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following post

CERTIFICATE OF SECONDARY EDUCATION
Readvertisement
CHIEF EXAMINER ART AND DESIGN (1978 series)

Application forms and further details should be requested by postcard from the Secretary to the Board, Metropolitan Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF to whom completed application forms should be returned not later than 31 January 1977.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

CHIEF EXAMINER IN PHYSICS

Applications are invited for the post of Chief Examiner in Physics for 1979 and subsequent series of examinations.

Application forms and further details should be requested by post card from D. H. Heard, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF to whom completed forms should be returned not later than 31 January 1977.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

Divisional Youth and Community Service Officer

Dartford Division

Qualified Youth Workers are invited to apply for the above post.

Salary Soulbury Scale Youth Officers, £4,095-£4,689, plus £312 supplement and £180 London fringe allowance. This appointment will provide opportunities for interesting work with statutory and voluntary organisations.

In-service training provision, assistance with removal, lodging, resettlement and legal expenses in approved cases.

Further details and application form, returnable by 7 February, from the Divisional Education Officer, Education Office, Essex Road, Dartford.

DEPARTMENT OF EMPLOYMENT
CAREERS SERVICE BRANCH

Careers Service Inspector

Applications are invited from serving careers officers or candidates with recent practical experience in the Careers Service of a LEA for an appointment as Inspector on the staff of the Careers Service Inspectorate on an unestablished basis of a 3 to 5 years' engagement.

The post is based in Edinburgh and the duties will involve travelling mainly in Scotland.

Salary scale £4,900-£5,900 per annum (plus supplement of £313.20 per annum). Starting pay according to qualifications and experience. The possibility of secondment would be discussed with the successful candidate's present employer.

Application forms from Miss W. M. Browne, Department of Employment, 1st A5b, 12 St. James's Square, London SW1Y 4LL. Closing date for applications 11th February, 1977.

DE Department of Employment

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ilea INNER LONDON EDUCATION AUTHORITY

Inspectors of Further and Higher Education

(District rank)

Inspector of Further Education
required to inspect and advise on the development of education for the less able and the disadvantaged; and to be concerned with general and vocationally orientated general education with emphasis on basic science and numeracy.

Applicants should have a graduate qualification, preferably in science or mathematics and relevant teaching experience in further education. (Post A)

Inspector of Art and Design Education
required to inspect, advise upon and develop art and design studies, mainly in further and higher education establishments of the Authority.

Applicants should possess appropriate qualifications and have had wide and distinguished teaching experience including some at a high level in a College of Art. Professional achievement as artist or designer is desirable. (Post B)

Salary range for both posts: £8,680-£9,326 (inclusive of London Weighting) with possibility of progress to £10,546.

Further particulars and application forms from the Education Officer (EO/Estab 2A11), Addington Street Annexe, The County Hall, London SE1 7PB

Forms to be returned by 4 February 1977.

Gwent County Council

Education Department

Area Educational Psychologist

Applications are invited for an Area Educational Psychologist. Applicants should hold an honours degree in Psychology (or equivalent), have had post graduate training and teaching experience.

Salary in the range of Soulbury Scale, H.T. Group 6/7 (£6,051-£6,660 per annum plus £312 supplement).

Applications to be submitted by 11th February 1977.

Application forms and job descriptions available from Personnel Department, District Administrative Offices, Nevill Hall Hospital, Abergavenny. Telephone: Abergavenny 5441, Ext. 36. Canvassing directly or indirectly will disqualify applicant.

EDUCATION DEPARTMENT

Educational Psychologist

£3,900-£6,660

An Educational Psychologist is required as soon as possible to join the staff of the Schools Psychological Service.
The salary will be in accordance with the Burnham Qualified Teacher salary spine from point 4 on Scale 3 to the maximum of Headteacher Group 7 with a minimum salary of £5,100 if aged 30 years or more or £5,695 if aged 35 years or more.

Applicants will be required to hold an honours degree in Psychology and to have had recognised postgraduate professional training and relevant teaching experience.

There will be considerable opportunities for development of special interests within the work of the school-based Psychological Service.

Application forms and further details available from the Establishment Officer, Town Hall, Barnsley.
Closing date 4th February, 1977.

BARNSLEY
METROPOLITAN BOROUGH COUNCIL

DURHAM COUNTY COUNCIL

Applications invited for posts of two senior specialist educational psychologists and one district educational psychologist in County Team comprising eleven district, four senior specialist and four area senior posts in addition to principal.

Post 1—Senior Specialist Educational Psychologist responsible for multiply-handicapped children who are severely educationally subnormal.

Post 2—Senior Specialist Educational Psychologist responsible for children with sensory impairment.

Applications for both posts will only be considered from graduates holding a good honours degree in Psychology and an approved postgraduate qualification in educational psychology and who have qualified experience in teaching and as an educational psychologist.

Salary for both posts
Soulbury Range II T B (£6,480-£7,113, plus supplement of £312 per annum).

Post 3—A post of District Educational Psychologist involving responsibilities in schools, child guidance teams and some hospitals. Work in collaboration with colleagues in area health authority as well as in education and social service departments of local authorities.

Salary and qualifications required for this post
Commencing salary for fully qualified officer dependent upon experience in field, but not less than Soulbury Spine Points 14 to 22 (plus £312 per annum). Career Development Scheme also in operation. Although preference will be given to fully qualified educational psychologists, County does operate secondment scheme for trainees with suitable qualifications and teaching experience and consideration will be given to the appointment of a trainee for this post.

General
Housing available in the new towns of Peterlee and Newton Aycliffe. Car User Allowance.
Further particulars and form of application, to be returned by 11th February, 1977, from the Director of Education, P.O. Box, County Hall, Durham DH1 5UJ, on receipt of a stamped addressed foolscap envelope.

SENIOR EDUCATIONAL PSYCHOLOGIST

£7,578-£8,202 per annum inclusive

Responsible to the Assistant Director of Education (Schools) for the leadership and co-ordination of the Schools Psychological Service and for the administrative control of the Child Guidance Centres.

Fringe benefits in appropriate cases may include 75 per cent removal expenses, 100 per cent legal fees in connection with house purchase (Maximum £400) and lodging allowance.

Further details and application forms from the Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex, UB8 1TR. Telephone Uxbridge 52281, extension 29, quoting reference E/134/142 EX.

Closing date: 4 February, 1977.

LONDON BOROUGH OF
HILLINGDON

EXAMINERS
Appointments continued

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

Applications are invited for appointment as CHIEF EXAMINERS and ASSISTANT EXAMINERS for the following
SINGLE-SUBJECT EXAMINATIONS
AUDIO TYPEWRITING
OFFICE PRACTICE
SECRETARIAL DUTIES
SHORTHAND
SHORTHAND-TYPEWRITING
TYPEWRITING
TEACHERS' EXAMINATIONS
Teacher's Certificate in TYPEWRITING.
Teacher's Certificate in OFFICE PRACTICE.

Application forms and further details can be had from the Secretary to the Examinations Board, Royal Society of Arts Examinations Board, 18 Adam Street, Adelphi, London WC2N 6AJ.

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education
Wellington House, Aldershot, Hampshire GU11 1BQ

Applications for the posts of ASSISTANT EXAMINER for the 1977 examinations are invited in the following Ordinary Level subjects:
CRAFTWORK METAL (Theory or Design).
CRAFTWORK WOOD (Theory or Design).
ENGINEERING WORKSHOP THEORY and PRACTICE.
GEOMETRICAL DRAWING (Building).
GEOMETRICAL DRAWING (Engineering).
SCIENCE (Building and Engineering).

Applicants must be graduates, or hold a degree or equivalent qualification, with at least five years' teaching experience in the subject to be examined at the appropriate level.

Application forms and further information may be obtained from The Secretary (A2) at the Board's offices.

THE ASSOCIATED EXAMINING BOARD

FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hampshire GU11 1BQ

The Board has vacancies for ASSISTANT EXAMINERS in the following subjects:
ACCOUNTING "A" level.
PRINCIPLES of ACCOUNTS "O" level.
COMMERCE "O" level.

Applicants should possess a degree or an equivalent teaching or professional qualification in the relevant subject together with a minimum of three years' teaching experience at the appropriate level in the subject concerned.

Application forms are available from the Secretary (AS) at the Board's offices and should be returned within three weeks of the appearance of this advertisement.

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education
Wellington House, Aldershot Hampshire GU11 1BQ

Applications are invited for the posts of ASSISTANT EXAMINERS in the following subjects for the 1977-78 examination:
DRESS (Scripts) at Ordinary Level.
DRESS (Test-pieces) at Ordinary Level.
NUTRITION and COOKERY at Ordinary Level.
DRESS at Advanced Level.
DOMESTIC SCIENCE at Advanced Level.
EMBROIDERY at Ordinary Level.

Applicants must be suitably qualified and have had at least three years' relevant teaching experience at the appropriate level. Application forms and further details may be obtained from the Secretary (A4) at the Board's Offices.

Ancillary Services

LINCOLNSHIRE
COUNTY COUNCIL
RESIDENT ASSISTANT HOUSEMISTRESS/MATRON
Louth
(2 posts RCO1 £1,701 to £2,448 + £312 supplement)

ASSISTANT HOUSEMISTRESS/MATRON required for Girls' Boarding House, King Edward VI School, Louth to commence at the beginning of the summer term 1977.

Further details are available from the Headmaster at the school (Tel. Louth 3083), to whom applications should be made, by the 4th February, 1977

SOUTH HUMBERSIDE
ST. JAMES' SCHOOL
Grimsby

An immediate vacancy exists for a Resident DOMESTIC BURSAR

Salary on N.J.C. Scale and free accommodation in pleasant self-contained flat. Possibility of some teaching for a suitably qualified candidate.

Full details from the Headmaster at the School, 22 Bargate, Grimsby DN34 5BY, Telephone: Gy 42908.

Miscellaneous

BIRMINGHAM B29 6LE

SELLY OAK COLLEGES

DEPARTMENT OF SOCIAL STUDIES

PROJECT LEADER:
ECUMENICAL VOLUNTEER PROJECT

Applications are invited for the appointment of Project Leader in the Ecumenical Volunteer Project, to administer a pilot scheme (second year), of young European volunteers and to develop a Resource Centre in association with other church-based volunteer schemes.

Applicants should have good initiative, and be practising Christians, with appropriate qualifications and experience in education, youth or social work. Some German or French useful.

Salary in accordance with appropriate national scale.

Appointment for an experimental year with option for a further two years. Applications by February 7, 1977.

Further details, write or telephone, Miss Glend Oliver, Department of Social Studies, Selly Oak Colleges, Birmingham B29 6LE. (021 472 4231.)

HALTON

BOROUGH COUNCIL

PLAYLEADER
(Grade Misc. [illegible] to [illegible] plus £312 supplement)

Applications are invited from interested persons for the above post. This project is supported by an urban aid grant and the playground is established in the older part of Runcorn.

The leader will be appointed to the Chief Environmental Officer's department of the council, but for the day to day running of the playground will be responsible to the voluntary management committee.

Local authority conditions of service apply, and assistance with housing will be given in appropriate cases.

Application forms and job description are available from the undersigned and should be returned not later than February 7, 1977

R. Turton, Chief Executive, Halton Borough Council, Municipal Building, Kingsway, Widnes WA8 7QF.

REGIONAL COACHES

The Football Association invites applications for the position of REGIONAL COACH for the London and South Eastern region. This is a new appointment. Applicants should hold the Qualifying Award of The Football Association.

The appointment will be effective not later than 1st June, 1977, and the salary scale is that for Senior Lecturers in Colleges of Education, i.e., £5,505 to £6,729 rising by six annual increments of £231 plus a London Allowance of £402.

The successful candidate will be required to serve a probationary period of one year.

Further details may be obtained by writing to The Secretary, The Football Association, 16 Lancaster Gate, London W2 3LW. The closing date for applications is 28 January, 1977.

REGIONAL COACHES

The Football Association invites applications for the position of REGIONAL COACH for the North Eastern Region. This is a new appointment. Applicants should hold the Qualifying Award of The Football Association.

The appointment will be effective not later than 1st June, 1977, and the salary scale is that for Senior Lecturers in Colleges of Education, i.e., £5,505 to £6,729 rising by six annual increments of £231.

The successful candidate will be required to serve a probationary period of one year.

Further details may be obtained by writing to The Secretary, The Football Association, 16 Lancaster Gate, London W2 3LW. The closing date for applications is 28 January, 1977.

LONDON, S.W.1.

Mature, stable, sensible man required to work with children in a small arts and sports centre.

Applicants should have training in or sound knowledge of children's games and sports. Coaching awards an advantage but not essential. Capable driver preferred. This post is full-time though the hours will vary during school holiday time, the post demands evening and weekend work.

Salary £2,300 p.a. with an increase being negotiated from April 1st, 1977. Application form and further details from the Westminster Play Association, 01-222 0971.

DORSET
Appointment of SCHOOLS' ORGANIZER at DORSET COUNTY MUSEUM

TEACHER, with relevant experience, required as SCHOOLS ORGANIZER from April or May 1977, to work with school parties visiting the County Museum in Dorchester and to foster appreciation and use of the resources available in museums throughout the County.

Salary: Burnham Scale 2.
Assistance with removal and legal expenses.

Details and application form available from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ, to whom completed application must be returned by January 31, 1977.

LONDON, S.W.2
WANDSWORTH WOMEN'S AID
is looking for a fourth worker primarily to develop and organize play and recreation facilities for children living in the refuge. All workers are part of a team expected to work closely with everyone in the refuge.

Ability to work flexible hours and in a stressful environment essential. Driving ability and experience with children essential.

Salary £3,660 including London weighting.

Application forms and job description from Sue Howard, 12 Lambert Road, London SW2. Informal inquiries 9 a.m. to 5 p.m. 737 1441. Closing date for applications February 7th.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
PERIPATETIC MUSIC SERVICE

Required for the beginning of the Summer Term, a qualified TEACHER of VIOLIN/VIOLA to join the peripatetic instrumental staff of this Authority. A Scale 2 post is available for a suitably experienced candidate.

Further details and application forms are obtainable, on receipt of a stamped addressed foolscap envelope, from the Head of Instrumental Music, Principal Music Centre, Wellesley Park, Highroad Well, Halifax, to whom they should be returned by 7th February, 1977.

COMMUNITY THEATRE COMPANY

Requires one ACTOR (male or female) to join small permanent cooperative company. Please write as fully as possible stating qualifications and experience (including street theatre, children's work and session work). Administrative and musical ability would be an advantage.

To start April. Closing date January 31st. Equity members only.

Applications to Linda Bassett, Insideout Overall Company, Interplay Trust, 66 Hall Lane, Leeds LS12 1PQ.

CORNWALL
TREWORRA STUDY AND HOLIDAY CENTRE
North Cornwall
Established 1966

We have a vacancy for a very versatile, practical, hard working and country loving person, who has a sense of fun, is fond of kids and has some teaching experience. Driving licence essential. Scope for imaginative and dependable person to share in developing our already established centre on a farm in Cornwall.

Apply for particulars to Treworra Study and Holiday Centre, Davidstow, Camelford, Cornwall.

BIRMINGHAM
WARDEN and WIFE for ex-offenders after-care Home (17 beds) in Birmingham.

Salary scale £2,300 to £2,600 according to experience (plus increase allowed under Government pay policy), plus full board, heating, etc., in attached one-bedroom self-contained flat.

Apply in writing to General Secretary, [illegible] Fry Trust, [illegible] Bristol Road, Birmingham. [illegible]

ROYAL YACHTING ASSOCIATION

NATIONAL RACING COACH

Sailing is one of the most successful sports in the U.K. An opportunity exists for an exceptional person to join the Coaching staff of the Association as a National Racing Coach.

International/National racing success essential, together with proven ability to coach/manage top class sailors. Must be car driver with clean licence. Preferred age 25-35.

Salary: £4,500-£5,000.

Application forms and full job specification from:

The Secretary-General,
Royal Yachting Association,
Victoria Way, Woking,
Surrey GU21 1EQ

Ealing

LONDON BOROUGH
EDUCATION SERVICE

Required as soon as possible

Supply Teachers

able to teach either Mathematics, Science, Modern Languages, English or History in High Schools.

Applicants should have satisfactorily completed their probationary period but first appointments would also be considered.

Applications are also invited from

Teachers

able to teach in Primary and Special Schools.
Salary pro-rata to Scale 1. London Weighting £402.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible (S.A.E.).

Why not teach design and technology?

If you have the qualifications and experience listed below, why not apply for the Design and Technology Teacher Training Course, sponsored by the ILEA? You need to be at least 25 when the 1 year Course starts in September this year. During the Course you become a temporary teacher at a salary equivalent to the qualified teacher's rate.

If you complete successfully, and depending upon qualifications, you will receive the University of London Institute of Education Certificate in Education, or the Post Graduate Certificate of Education. You are also guaranteed a permanent appointment on the Authority's General Teaching Service and will be expected to remain as a full-time secondary school teacher with the Authority for at least two years.

Salary range is £2967-£4770, including London allowance. Previous experience in commerce or industry is taken into account and starting salaries can be well above the minimum of the basic scale. There are excellent opportunities for promotion in this shortage field.

Necessary Qualifications
Applicants must hold qualified teacher status which is generally awarded by the Department of Education and Science if the requirements set out below have been *fully completed by the end of December 1978.* These must be accompanied by the minimum educational qualifications required for entrance to a recognised college of Education (5 'O' levels or equivalent).

DEGREE. An appropriate technological subject.
DIP A.D. reclassified as B.A.
(Awarded by the National Council)
Three dimensional design, particularly in the areas of furniture design, products design, silversmithing, jewellery and other metal work.
H.N.D. Plus two years appropriate industrial experience after the date of obtaining the H.N.D.
H.N.C. Plus five years appropriate industrial experience after the date of obtaining the O.N.C.

For application forms and further details write now to the Education Officer EO/TS2/DTTO, County Hall, London S.E.1, enclosing a stamped addressed envelope or tel: 01-633 7427. Applications must be returned by 4th February 1977.

ilea
INNER LONDON EDUCATION AUTHORITY

Cinema

Est-ce que tout va bien?

Robin Wood on Jean-Luc Godard

The opening in London of a new film by Jean-Luc Godard is—or should be—a cultural event of major importance. For those willing to attend to the logic of his development, he remains the most challenging of all contemporary film-makers. Yet, even from the start, as many were aggravated and alienated by his work as were positively excited by it; after *Weekend* (1968) his audience dwindled to the point where his films could no longer be shown commercially, and very few who read this are likely to know anything of his work in the seventies, particularly the half-dozen films made between *One Plus One* and *Tout Va Bien.*

Looking back on the early films of the New Wave in the late fifties, one sees clearly that Godard was always the movement's true revolutionary, long before his work developed a specific political commitment. The subversiveness of attitude in the early films of Chabrol and Truffaut was contained within the forms and strategies of traditional narrative that Godard's work first questioned and then smashed to pieces; his aesthetic radicalism and his social radicalism have always been two aspects of the same drive.

The beginnings of Godard's politization can be traced to *Masculin-Féminin* (1965); the events of May, 1968 decisively confirmed what *La Chinoise* and *Weekend* had already established. Godard's withdrawal from the commercial cinema thereafter (films such as *Pravda, Vladimir and Rosa* and *Wind from the East* were never intended for large audiences) has a terrible, rigorous logic, the increasing deprivation of his art being the inevitable consequence of the total and uncompromising rejection of bourgeois-capitalist society.

Given his position, audience reactions of resentment, exasperation and boredom would less betoken failure than would any traditional form of enjoyment. Our pleasure in works of art has traditionally been grounded in a tension between familiarity and surprise; Godard's position demands the rejection of all those conventions and narrative strategies on which familiarity depends—they are the forms of bourgeois art, whose function is precisely to reassure us of a "reality" Godard denies.

The group of overtly revolutionary films of which *Wind from the East* is by general consent the most important marks a period of sectarian experiment: whatever the ostensible subject-matter (revisionist Czechoslovakia, the Chicago Eight, the Western) the real concern is with self-interrogation, with the all-pervading question of "How do you make a true Marxist-Leninist-Maoist film, without the compromise of traditional forms and means of expression?" Since 1972, Godard has tried tentatively to emerge from this sectarian phase, once again to address wide audiences, first with *Tout Va Bien* (made, like its predecessors, in collaboration with Jean-Pierre Gorin) and now *Numéro Deux.*

In spite of the presence of Yves Montand and Jane Fonda, *Tout Va Bien*—in my opinion one of the most important films of the past decade, and intensely pleasurable as soon as one grasps what it's doing—has not had anything like the circulation it deserves. *Numéro Deux* is more austere, less funny and moving, as if Godard wished to retract some of the concessions he had made, but it is a film that speaks with the utmost immediacy of issues that concern us all: capitalism, the family, sexuality, the role of women. For anyone to whom the cinema means more than an evening's relaxation it is an essential film to come to terms with.

Two impulses have been consistent throughout Godard's career: the desire to make films as one might tell a story or write an essay, without all the traditional machinery of script-writing and pre-production, so that one's personal "handwriting" is everywhere evident and foregrounded; the desire to capture the immediate experience of contemporary reality, the feel of what it is like to be alive today. The basic subject-matter of *Numéro Deux* is provided by a French working-class family (three generations, from grandparents to young children) who reveal themselves in improvised scenes or through the favourite Godardian device of the controlled (rather than scripted and directed) monologue-cum-interview. But the film can never be mistaken for Cinéma-Vérité: as usual with Godard, its formal devices are crucial determinants of meaning.

The film's raw material was shot on video-tape and transferred to 35mm film. The video images, however, vary considerably in size and never quite fill the screen; sometimes several images are shown simultaneously, sometimes only one, but they are always framed by black areas, so that we are consistently conscious of them as images. The most immediate effect of this is to comment ironically on the concept of the "nuclear" family by insisting upon the separateness of each individual. When two or more members of the family share an image, one is chiefly aware of tension or discord between them; much of the time, each is enclosed in his/her separate box. The sense of entrapment, of caged human being struggling impotently against the bars, is partly what gives the film its particular tone, at once jarring and oppressive. The analysis of given roles within capitalist society—the confines of the factory, of the home, of the family—thus achieves great expressive force.

Numéro deux.

But the "documentary" surface of *Numéro Deux* is partly deceptive; it is also one of the most frankly personal of all Godard's films. The video images, as well as being framed visually, are framed within a prologue and epilogue in which we see Godard in his video laboratory, alone. At the beginning of the film he talks to us haltingly and sometimes inconsequentially, mentioning his recent illness: it is as much plea as explanation. Godard permits only himself the relative freedom of the full screen. This establishes the sense that the smaller images are in a way his images, almost as if they were contained inside his head: images at once of an external, objective reality yet created, controlled, mediated by Godard.

The inner theme of the film is the effort to control, and its failure. There are clear thematic connections between the video images and the framing sequences, the desperation of the characters reflecting Godard's own. His previous dominant metaphor for the contemporary condition (most explicitly in *Deux ou Trois Choses que Je Sais d'Elle*) was prostitution; now it appears to be impotence, the lacking ability to control the processes in which one is caught up. In the video images this is given the most direct physical expression: the husband cannot get an erection, the wife cannot defecate. Finally, we are left with Godard, who cannot make the film he wants. Alone, in semi-darkness, slumped on the table before his video machines, head in his hands, he typifies the despair of one who wants to transform the world but is crushed by his awareness of the enormousness of the obstacles.

Tout Va Bien achieved, at least in its tone and general orientation, a qualified optimism; *Numéro Deux* makes explicit the desperation that has lurked just beneath the surface of Godard's films from the start. Yet the total effect is not [illegible] negative: Godard's foregrounding of the film's personal aspect presents the desperation rather than merely communicating it, and the sociological significance of the material is strengthened rather than negated by the film-maker's refusal to offer it as unmediated objective "truth" in the manner of the traditional documentary. *Numéro Deux* provides, as Godard clearly intended, a splendidly challenging stimulus to discussion: few films more convincingly assert the cinema's social and educational potential.

"Numéro Deux" opens at the Other Cinema, London, in early February, and will be shown at the University of Warwick's Arts Centre on March 1; "Tout Va Bien" is available in 16mm from the Other Cinema.

Theatre

Along the road to Wigan pier

David Self on drama in the north west

The happy conjunction of a number of ambitious and imaginative rep theatres and of a highly developed motorway network has resulted in the north west of England being one of the most convenient areas for the theatre-goer and for those brave and rich enough to take coach loads of pupils and students "to see a show". With a minimum of agony, it is possible to sample the distinctive flavours of companies in Liverpool, Manchester, Bolton, Chester, Crewe, Wythenshawe, Stoke and Mold.

Particularly worth visiting at the moment (and indeed until February 12) is the Library Theatre, Manchester. They are staging Denise Coffey's *The Incredible Vanishing!!!!*, written for the Young Vic and set in South London, but now transposed to a setting just behind (and under) Manchester's Piccadilly. A barrow boy, an innocent young policeman and a pretty traffic warden stumble through a pillar box into a gruesome underground goblin world, where the goblin queen (reeking of perfume—Canal Number 5) has imprisoned all the children in the theatre.

It is a clever mixture of appalling puns and knockabout farce—the former giving any superior 12-year-olds in the audience the chance to groan, and the latter pleasing younger children and accompanying adults. Some of the horror is a little strong for very young schoolchildren, but the play is ultimately reassuring in that the nasty characters all become comic and *it* is the audience which defeats evil.

Too often "Christmas shows for the kids" are an excuse for theatre companies to balance the books by relying on cheap sets and inadequate rehearsal. *The Incredible Vanishing!!!!* has two sets of which any design department could be proud, and is acted with considerable style. It is well worth taking a junior school party to see this show; older students of theatre might perhaps wait until March 16 to visit the Library Theatre when Trevor Griffith's much praised play *Comedians* starts a short season.

A north-western company that is slowly overcoming a less-than-happy reputation is the Gateway at Chester. They now have a smash hit on their hands with *The Adventures of a Bear Called Paddington* (afternoons till January 27), and in the evenings (until January 29) they are catering for the Cheshire carriage trade with *Tarantara! Tarantara!*, Ian Taylor's collage of Gilbert and Sullivan songs, strung together with linking documentary and dramatized scenes to provide a merry history of the quarrelsome pair. The panache and precision with which they present this show indicates that the Gateway might soon be a company to note. A more accurate judgment will be possible after Bernard Shaw's *Arms and the Man* has been seen. (March 16-April 2). It is to be produced by the theatre's director, Chris Honer, and could well confirm that the Gateway is indeed on a steady course once again.

In complete contrast and revelling in its unpredictability is *Dick and the Beanstalk*, a "traditional Everyman pantomime" by Bob Mason, presented by the Everyman Theatre Company at the Stanley Theatre in the Liverpool University Student Union. Traditional in that it breaks every tradition, it can be seen until January 29—it is good fun for those who dislike the "reactionary" glitter of commercial panto.

Looking ahead, the north west theatres offer a variety of plays for the spring season, Edward Albee's *A Delicate Balance* (Playhouse Upstairs, Liverpool Playhouse, from January 25), and J. B. Priestley's superbly well-made play, *I Have Been Here Before* (Bolton Octagon, February 5 to March 5) are two of the highlights.

And, if none of these appeal, you might try writing your own play and win £200. BBC Radios Manchester, Merseyside and Blackburn are sponsoring a playwriting competition for those who live in the region; details and forms from North West Arts, 52 King Street, Manchester; closing date is February 28.

Art

Queen of Spades after the bath

Michael Clarke

Art in Context series.
Manet: Olympia. By Theodore Reff.
Allen Lane £6.00. 7139 0807 6.

Manet is still a problem. He has never settled down into any one of the several niches open to the great moderns. Zola was one of the first to defend him against criticism but he, surprisingly, chose to emphasize the form at the expense of the content. He was committed to painting his own time, and his first great painting, "Music in The Tuileries", is not typical. His regular practice was to use the art of the past on which to build his own pictures of contemporary life. The merit of Theodore Reff's book is in refocusing attention not only on the content of "Olympia" but in revealing to what extent Manet had, contrary to Zola's claim, always been, "Wishing to put ideas into his work".

It was Baudelaire who had gone with Manet on his visits to The Tuileries and must have discussed with him the theme of the courtesan in art. In "The Painter of Modern Life" Baudelaire even suggested the possibility of a modern painter finding inspiration for such subjects in Titian. Venetian art was much admired and courtesans were so influential during the Second Empire that society ladies imitated them.

What more perfect picture, therefore, on which to base his own painting than Titian's "Venus d'Urbino"? He had already made a copy of it, and, like his contemporaries, had taken it to be a courtesan. Such an approach was in line with contemporary academic practice. Manet's teacher, Couture, had had success with such a subject and Parisians were currently delighted with Offenbach's "La Belle Hélène" which mocked Venus. Why, then, did his "Olympia" provoke such violent criticism?

Theodore Reff provides an answer. As he writes, [illegible] grasped even the most explicit of its allusions to well-known types in art and literature, to types in contemporary society, it was precisely those features, in his words, that give 'Olympia' its distinctive meaning and that [illegible] might have assumed a sophisticated audience would recognise." It took more than 30 years for even the allusion to Titian to be recognized and only recently have we come to appreciate the rest. Reff [illegible] points to the shifts of emphasis and substitution Manet made in Titian's original but discovers the influence of popular art and the symbolism employed in making his statement.

If only Manet had painted like his teacher he would probably have had the great success he desired but his extremely modern temperament prevented that. Even Courbet called "Olympia" "The Queen of Spades after the bath"! It is precisely that flattening of space that appeals to us now—and perhaps at last, we are beginning to appreciate what it contains.

Radio

Exploration of past potential

James Bromwich on history series

History in Evidence Wednesdays 9.25
History: Long Ago Tuesdays 14.00

Radio has always had an advantage, over television in being able to create imaginative programmes from limited resources.

Three or four actors and a few sound effects can recreate the 1666 fire of London, whereas putting it on screen would entail vast expense.

Radio also allows and even stimulates more perception in every listener. These two BBC history series, aimed at lower secondary and junior pupils, both prove again that carefull researched dramatic reconstruction will always be of tremendous value in making history exciting. However, both series attempt more than this.

History in Evidence is the more innovatory. Although it deals with largely familiar topics from British history, the material has been organized in a new way: it looks at history by era and concentrates on the effect environment has had on historical events. "Landscape", last term's programmes, covered events between Caesar's invasion and the Civil War and were all confined to England. This contrasts with this term's "Seascape" and next term's concern with industrial transformation called "City Skyline". Each term's programming is aimed at a different year group; this term is directed at the second year of the secondary school.

The series' claim to originality lies in its approach—the key word is evidence. Historical skills and the use of original sources have been major features of the "new history" movement. This series sets itself the task of leading pupils to "worthwhile uses of evidence and at the same time develop a critical sense regarding the raw materials of history".

This has given the pupil's pamphlet far greater significance, with its quotations and contemporary illustrations. Ten minutes of the broadcast are used to review the evidence—an approach which permits a discussion of sources, but puts great stress on the producer to compress major historical events.

This term's work surveys British explorer/colonists and some of the problems of early colonization. The "Mayflower" programme sensibly concentrates on the early years of settlement rather than the voyage, and emphasizes the ambivalent relationship between settlers and Indians.

However, the reconstruction of a more complex event, such as that tackled in "Mutiny in Botany Bay", is much less successful. This deals with the 1808 army mutiny against Governor Bligh. A noisy and confusing pantomime recounting Bligh's earlier experience of mutiny on the Bounty is largely irrelevant while the Court statements my Captain MacArthur fail no carry meaning. Above all, this programme lacks clarity.

The series' claim to innovation must be assessed on the evidence section, and this shows the most weakness. A letter from an American colonist is described as "designed to attract more settlers", but the opportunity to compare the merits of official and unofficial documents is lost. No comment is made on the historians' dependence on the survival of written evidence, nor how the limited picture of Indians provided by Bradford's journal can be extended through archaeology and ethnology.

The potential of radio and pamphlet is hinted at by the "pirate treasure" photograph for the Henry Morgan broadcast. Pupils are asked to view reconstruction photographs and it seems regrettable that the origins of the material are so rarely given. The main concern of the producers appears to have been interpretation.

Other programmes are much less clear on what they are interpreting: "Mutiny in Botany Bay" tries to tackle both contemporary attitudes towards crime and punishment and the constitutional question raised by Bligh and MacArthur, but has time to do neither adequately.

The *History: Long Ago* series is more traditional. This term the unit on the "Restoration" is followed by one on the Elizabethan period. They are straightforward "patch" histories aimed at juniors, but certainly applicable to younger secondary pupils. They are remarkably successful. Twenty minutes of narration and dramatic reconstruction communicate a strong sense of involvement.

Like *History in Evidence*, the producers are conscious of the need to relate events to their sources, but in these programmes the two are integrated in the story. In the plague broadcast the village of Eyam, rather than London, is made the setting.

The fascinating description of plague symptoms is related not only to a real person but also to a house still standing. There is an interview with the current rector and the parish register gives the number, names and dates of the dead. Nor does the programme miss the moral dilemma and bravery of William Mompesson and the villagers.

However the approach is not standardized. The programme on the fire of London uses a contemporary ballad as well as Pepys and Evelyn for continuity. Others, such as that on Sedgemoor, take a simple narrative approach. Here the fate of a rebel youth is deliberately left open and the Jeffrys' trials untouched—a refreshing recognition of the teacher's role in developing a broadcast.

The Elizabethan programme seems as promising: "The Great House" (Hardwick Hall) focuses on the tough Countess of Shrewsbury and there is a sparkling "Visit to the theatre". Shakespeare with a country accent, a boy suspicious of Scots pennies, a carpenter enjoying the theatre—all are marked with wit and vivacity. Stirring lines from *Henry V*, commanding music, the drama of a "secret plan" to pull down and rebuild the theatre bring out some of the best qualities in schools history broadcasting.

Radio

Fashionable personalities

Anne Barnes on 'Inside Pages'

Inside Pages
Fridays, January 14-February 18 11.00

Inside Pages is a series of five programmes which chooses each week a topic which might interest 10 to 12-year-olds and tries to make it exciting enough to send them scurrying to the bookshelves to find out more.

It is concerned primarily with facts, not with fiction for itself, nor with novel ways of presenting any particular good book, but with the way in which reading can feed the curiosity whetted by television or radio or lessons or life.

The programmes are based on the understanding that many reluctant readers prefer reference books, with lots of illustrations which will give them confidence to tackle the printed words, whereas more avid readers will want a lot of fiction. In order to provide something for everyone the programmes must be fast moving, almost restless in their presentation.

This term the titles of the programmes are "Timber", "Detective", "Fun and Games", "All at Sea", and "High Winds". Every week there is a five-minute narration from a book which might provide a good read for this age group, and an interview with a group of children who have been offered a selection of books and asked to give their opinions and reactions.

The presenter, Noel Edmonds, is familiar to many children of this age as a radio personality. He is pleasantly breezy, gregarious, moving the programme at a breathless pace almost at times bewildering. The readings are puncuated by jokes and chat and snippets of information and the effect is whirling and zestful.

The topics themselves are a little strained. "Timber" takes in Sally Thomsett reading from *Tarka the Otter* and suggests books with titles like *How to make your own books* or *The Yorks, Notts, Derby Coalfields.* "Fun and Games" offers Rolf Harris reading an excerpt from *Ironbark Bill* by Dal Stievens and information about Barnum's Circus and the way in which Olympic runners build up their strength by wearing lead waistcoats. "High Winds" presents the sound effects of blowing up a balloon, some music from *The Wizard of Oz* and John Noakes reading Scott's account of his last expedition.

On the whole, the series is interesting for its attempts to harness fashionable personalities and techniques to the chariot of children's reading rather than for its actual material. Perhaps the topics chosen are a little narrow—next year the five titles will be: "Jungle", "Monsters", "Ghosts", "Pursuit" and "Looking into the Future"—subjects generous enough to lead everyone safely away from the rather hearty nervousness pervading the programme at present.

ETV

Adaptable excerpts

Brian Hill on 'Reportage'

Reportage, (Wednesdays 12.05) the BBC's intermediate French and German series, got off to a topical start this term with two programmes on how the French and Germans spend their holidays. These linked neatly with the seasonal flurry of activity on mainstream television of travel advertising.

The French programme gave advice on renting villas and apartments, including a linguistically simple guided tour, plus reports on skiing in the Massif Central, a "village de vacances" run by Air France and the pleasures of a camping holiday. The second programme featured a report on how Germans could enjoy the Norfolk Broads or wander in Bavaria.

Some teachers have been using *Reportage* for four years now and the more you know it, the more adaptable it becomes. At the lowest level it can be used simply for contextual studies work, with exploitation afterwards in English. The visuals are strong enough to carry the message and even relative beginners can glean a surprising amount of information.

At advanced level the series can lead to oral and written summaries, transcription work (when excerpts from the sound track have been recorded and played back in the language laboratory), to role-playing, and to students giving their own commentaries, when short sections of the programme are re-shown without sound.

Still to come this term are programmes on Youth, Sport, the Consumer and the Health Service which should provide useful material, particularly if recorded and developed in conjunction with the book.

There are two main problems in using this series. First, the programmes are made up of excerpts lifted from French and German television and the commentaries are often too difficult for anything but gist understanding. Secondly, English is used to introduce the sections and to link the programmes. This is to overcome the problem of beginners becoming too frustrated by the difficulty of real French, but with more advanced classes the interruptions can become tiresome.

The irony is that some schools will not be following *Reportage* at 12.05 on Wednesdays, simply because they did not know it was on. Teachers taking their information from the *Annual Programme* will find no mention of the series within the main modern languages section because *Reportage* was originally recorded for further education.

Further Education programmes re-broadcast for schools should be advertised alongside "schools" programmes rather than being confined to a postscript, as should radio language series, which at present get no mention at all in the BBC's *Annual Programme.* The subtleties of BBC compartmentalization are of less significance to us than full knowledge of what is available.

Views from the great debate

A major 15-part television series on the state of British education is now under way. *The Education Debate* (BBC 1 late on Tuesdays, BBC 2 15.30 on Mondays) is cast in the form of pairs of programmes so that each main speaker can argue his point at length.

The first programme "What have we done?" showed Sir Alex Smith, director of Manchester Polytechnic and chairman of the Schools Council, arguing that our education system underrates the importance of the means by which we earn our national living. He was questioned in the second programme by Stuart Maclure, editor of the *TES*, and by Peter Brown, deputy head of Archbishop Holgate School.

Next week's programme is devoted to Stuart Maclure's analysis of the problems of selection in secondary schools; subsequent weeks will see discussions on teacher-autonomy, child-centredness, community schools and the question of "standards".

Film competition

Southern Arts, in association with the Children's Film Foundation, are running a competition for making short films for children. It is open to everyone in the Southern Arts area, and those interested should submit a written treatment (synopsis) for a five or 10-minute film.

Successful candidates will be financed to develop a full shooting script and will be able to work in collaboration with professional script writers. They will also be able to watch the shooting of the film and to see it through its editing stages. Films selected by the CFF will be distributed nationally for children's matinee showings.

A briefing session will be held in April and written treatments will have to be submitted three months afterwards. The dates of the session are not yet fixed.

For further information and application forms, write to the Film Officer, Southern Arts, 19 Southgate, Winchester, Hampshire SO23 9EB.

Briefings

Radio and TV

Further education

What Right Have You Got? (Sunday 15.30 VHF 4)

"The Changing of Rights and Responsibilities" examines how individuals and groups can influence the future shaping of their rights. The role of Parliament, political parties and pressure groups are discussed.

In and Out of School (Monday 19.00 Radio 3)

The sixth of eight programmes on aspects of education. This week's attempts to define special education and looks at how it can provide for the needs of individual children.

Teaching Young Readers (Tuesday 19.00 Radio 3)

Advice on "Record Keeping and Evaluation". Hints on how to make this tedious job more palatable.

For schools

The World Around Us (Monday 11.17 ITV)

A unit for 10 to 12-year-olds on "Mime, Drama, Music". Julian Chagrin demonstrates mime techniques and explains that his skills are based on real situations and people's actions. Children are encouraged to follow his example and make up a play.

Music Scene (Monday 11.39, Wednesday 9.42 ITV)

Begins by pointing out to 14 to 16-year-olds the grammar of music, in "Harmony". Explains the concept of the chord and concludes with a folk-singer, Allan Taylor, discussing his career.

Seeing and Doing (Tuesday 9.30, Thursday 11.22 ITV)

Six-year-olds take a look at "Castles". They explore a castle and examine the moat, drawbridge, portcullis, towers and walls.

Watch (Tuesday 11.00, Wednesday 14.01 BBC 1)

A programme on "Rubber" for older infants begins a unit on familiar classroom materials. There are experiments with rubber bands and bouncing balls, a visit to a tennis ball factory and a look at a rubber plantation.

A Job Worth Doing (Tuesday 12.05, Friday 11.30 BBC 1)

A film made in colleges of further education illustrates some of the vocational courses open to young people with O levels or their equivalent. The courses shown are OND in Catering Operations, a part-time technicians course in Aeronautical Engineering, a study of musical instrument technology and an OND in Business Studies.

History: Long Ago (Tuesday 14.00 VHF 4)

An impressionistic programme about the Great Fire of London for eight to 11-year-olds. Children need to be familiar with the story to follow the contemporary ballad used to link various points in the dramatization.

History in Focus (Tuesday 14.40 VHF 4)

Fourteen to 17-year-olds look at the growth of Japan as an industrial power since the war. "The Rise of Hitachi" will be discussed with special reference to the existence of a Japanese industrial ethos.

Exploring Science (Wednesday 11.00 BBC 1)

"Support and Movement" is about the way animals and humans support themselves and move about. Whales, elephants, crocodiles and gazelles obligingly demonstrate the methods scientists use for comparing them.

Man (Thursday 11.20 VHF 4)

Three programmes for 10 to 12-year-olds on the lifestyle of the African Bushmen. "Living in the Desert" dramatizes a day in the life of a band of Bushmen.